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ABSTRACT

A project was conducted to develop a model vocational marketing plan, strategy, curriculum, and camera-ready products appropriate for use by school districts throughout Washington state. Puget Sound area secondary vocational education directors were interviewed to gather information on the current status of vocational education marketing. Next, camera-ready promotional materials and model curricula were developed for a marketing seminar and an inservice staff training program in desktop publishing was also developed. The materials were then used as a package to train vocational teachers, administrators, and advisory committees in developing marketing materials and implementing marketing strategies. Provisions were also made to provide local school districts with access to sample marketing worksheets, curriculum evaluation forms, and student survey results. Both the interviews of the vocational directors and the reactions to the pilot presentation of the marketing workshop confirmed the widespread need for training in a professional approach to marketing vocational education in the state of Washington. (Appendixes, which make up the bulk of the document, include separate reports on each of the project's five objectives, two project evaluations, and a list of resource persons.) (MN)

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Marketing for Vocational Education

A research project in Vocational Education conducted under Public Law 94-482. Produced by Lake Washington Vocational Technical Institute through a grant from the Planning, Research and Equity Division of the Washington State Board for Vocational Education.

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FINAL REPORT

Project No. 87-CXA 050

MARKETING FOR VOCATIONAL EDUCATION

Research Project in Vocational Education
Conducted Under
Public Law 94-482

The project reported herein was performed pursuant to a grant from the Planning, Research and Equity Division of the Washington State Board for Vocational Education. All materials developed through this contract must comply with non-discrimination and sex equity policies. Contractors undertaking projects under State Board for Vocational Education sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Board position or policy.

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March 1988

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SUMMARY OF THE REPORT

OVERALL GOAL: To develop a model vocational marketing plan, strategy, curriculum, and camera-ready products appropriate for use by school districts throughout Washington State.

OBJECTIVES:

- Objective 1: Develop a model marketing plan that addresses both internal and external marketing of vocational education.
- Objective 2: Develop a curriculum for a marketing seminar that can be used as inservice training for faculty, staff and advisory committees, and offered by school districts throughout the state.
- Objective 3: Develop a curriculum to train staff on desktop publishing.
- Objective 4: Develop camera-ready graphics for a vocational education poster that can be used statewide, with each school district adding its own logo, name, address and contact phone number.
- Objective 5A: Coordinate the project through the North East Vocational Area Cooperative (NEVAC), representing the Bellevue, Edmonds, Issaquah, Lake Washington, Mercer Island, Northshore, Shoreline and Lake Washington School Districts.
- Objective 5B: Coordinate this project with any other current marketing projects funded by CVE.

MAJOR ACTIVITIES, RESULTS AND ACCOMPLISHMENTS:

Major Activities:

1. Interview Puget Sound area secondary vocational education directors to gather information on the current status of voc-ed marketing.

2. Research and write the model marketing plan, marketing curriculum, camera-ready product copy and the report on desktop publishing.
3. Meet regularly with NEVAC to keep its members informed of the project and involved in the evaluation of its products.
4. Select a graphic design firm to produce the camera-ready products.
5. Conduct a pilot presentation of the marketing curriculum.
6. Gather resource information and develop a bibliography.
7. Coordinate all aspects of the project through the grant recipient, Lake Washington VocTech.

RESULTS AND ACCOMPLISHMENTS:

With the completion of this project, Washington State now has a model marketing plan, a marketing curriculum for teachers, a desktop publishing curriculum, and camera-ready promotional materials to disseminate as it wishes to school districts throughout the State.

When used as a package, a school district will have the tools it needs to write and implement its own marketing plan; train its teachers and administrators in the marketing of vocational education; evaluate a curriculum on desktop publishing, that is currently in use, and produce customized vocational education posters and brochures using available camera-ready art.

School districts will also have access to sample marketingworksheets, curriculum evaluation forms, and student survey results, all of which can be applied to their specific marketing needs.

CONCLUSIONS AND RECOMMENDATIONS:

Interviews and meetings with secondary vocational education directors, discussions with advisory committee members, results of student surveys and feedback from the pilot marketing curriculum seminar all confirm the premise of this project: there is a universal need for

well-planned, well-defined marketing strategies to promote vocational education.

Despite good intentions, voc-ed marketing in most school districts today tends to be unfocused, unplanned and unpolished. Recognizing the importance of marketing to business, voc-ed directors are looking for ways to adopt these techniques and become more professional in their marketing efforts.

To accomplish this, the entire voc-ed team needs to take marketing seriously, agree to work toward common goals and strive for high quality marketing products and activities.

Washington State offers first-rate vocational opportunities for students of all ages, but these benefits need to be effectively communicated to target audiences. This process begins with focused marketing at the high school level.

Body of Report

MARKETING FOR VOCATIONAL EDUCATION

BACKGROUND AND PURPOSE

Washington's vocational education directors and instructors have the same basic goals: increase student enrollment, increase parent/student awareness of voc-ed opportunities, and increase public appreciation of vocational education in general.

All three are achievable goals when educators have two things: (1) a good product (good programs and good instruction); and (2) a good marketing plan.

Vocational directors and instructors are well-equipped to design and produce a good product, but they don't always have the expertise to produce a good marketing plan. While articles, surveys, reports and books on marketing are available from various sources, few educators have the time or resources to research this information, extract what's applicable to vocational education, and then apply it in a way that is consistent, professional and appropriate for their school district.

They do, however, recognize the need to market vocational education. And the need to market will become more acute, for a number of reasons:

1. Washington's future work force will be oriented to high technology and service-related industries. The trend toward service-related job opportunities has been thoroughly documented by the U.S. Bureau of Labor Statistics and the American National Advisory Council on Vocational Education. Marketing can help students see that voc-ed can provide the skills they will need to be able to compete in a high tech world.
2. There's a need to market voc-ed to local employers and business leaders to forge and expand the

community relationships educators rely upon to stay in touch with changes in the labor market and job opportunities for voc-ed graduates.

3. Marketing is the key to increasing the visibility and improving the image of vocational education, both of which must occur if vocational educators are to compete successfully for parental approval and student enrollment in their courses.

While secondary vocational directors see the valuable role marketing can play in addressing these issues, they have been hampered from using marketing effectively because:

1. Most have not been exposed to a strategic marketing approach that puts all these elements together:
 - the basics of marketing--what is it, how does it work and why is it necessary?
 - the marketing plan--how to research, develop and implement it.
 - the marketing curriculum--how to teach others to be good marketers.
 - marketing communications--how to plan, create and produce materials on time and within budget.
 - marketing research--when, where, how to do it.
 - marketing consistency--why is it important?
2. They do not always identify the audience segments and then focus their marketing on these groups; i.e. high schools students, parents, teachers, counselors, advisory committees, business and community leaders.

The purpose of this report, then, is to provide educators with the tools they need to become good marketers. The report is made up of five parts. Each part addresses one of the objectives of the over-all project.

OBJECTIVES

Objective 1: Develop a model marketing plan that addresses both internal and external marketing of vocational

education, and that can be adapted to the specific needs of large and small school districts, community colleges and vocational technical institutes. Products include the generic model as well as preparatory worksheets.

Objective 2: Develop a curriculum for a marketing seminar that can be used as inservice training for faculty, staff and advisory committees, and offered by school districts throughout the state. Products include a marketing seminar outline (suitable for use as a handout for seminar attendees), a more detailed curriculum for use by the presenter, a pilot presentation and evaluation, some current marketing examples, guidelines for the presenter and a resource list.

Objective 3: Develop a curriculum to train staff on desktop publishing. Products include a detailed report on how to research, develop and implement a desktop publishing course; actual curriculum outlines for the introductory and intermediate desktop publishing courses offered by Lake Washington VocTech; and a camera-ready brochure (promoting vocational education to high school students and their parents) produced with desktop publishing.

Objective 4: Develop camera-ready graphics for a vocational education poster that can be used statewide, with each school district adding its own logo, name, address and contact phone number. Products include a series of four camera-ready posters promoting voc-ed and suitable for use in high schools as well as post-secondary schools. Also included are production specifications.

Objective 5-A: Coordinate the project through the North East Vocational Area Cooperative (NEVAC) representing the Bellevue, Edmonds, Issaquah, Lake Washington, Mercer Island, Northshore, Shoreline and Lake Washington School Districts. Products include summary reports on meetings with NEVAC, and interviews with vocational directors at three of these school districts as well as one outside the Seattle metropolitan area.

Objective 5-B: Coordinate this project with any other current marketing projects funded by CVE. Result: no other projects were discovered.

PROJECT DESIGN AND PROCEDURES

To effectively address the project's objectives, four major sub-projects were defined with production timetables and a

budget. The four sub-projects were:

1. Research and development of the model marketing plan.
2. Research and development of the marketing curriculum.
3. Research the development, implementation and evaluation of the desktop publishing curriculum.
4. Research and development of a camera-ready poster to promote vocational education at the secondary level.

(Objective 5--coordination of the grant project with NEVAC--is tied into each of these sub-projects.)

Following is a brief summary of the procedures used in completing each sub-project.

Sub-project 1: Information needed to develop the marketing plan was gathered through research and review of marketing literature, including that pertaining to vocational education; numerous meetings with NEVAC representatives, and lengthy interviews conducted within and outside the NEVAC service area. This information, coupled with the principal investigator's experience as a marketing consultant and instructor, provided the foundation for development of the marketing plan model. The model was presented to the NEVAC board for review prior to its inclusion in this report.

Sub-project 2: The marketing curriculum is based on the marketing needs of vocational educators (as determined in the above-mentioned meetings, interviews and research). The curriculum was presented to interested NEVAC vocational directors and instructors. All attendees had an opportunity to evaluate the seminar presentation. As noted in the Report for Objective 2 (Appendix B.1), many of the attendees' suggestions have been incorporated into the presentation.

Sub-project 3: Since the desktop publishing curriculum was already in place at Lake Washington VocTech, the investigator interviewed the course developer, Gary Cohn, to retrace his steps in researching, developing, staffing, implementing and evaluating the course. It was felt this type of report (coupled with the actual curriculum) would be even more helpful than a model curriculum, since voc-ed directors evaluating desktop publishing would have the

benefit of Mr. Cohn's hindsight on the development and introduction of this course.

Sub-project 4: Procedures included review of the work of several design firms (to create the visual image for the camera-ready poster); selection of design firm; budget review; a series of conferences to establish the creative concept to be used; development of copy theme; photography session and selection of prints; production of the poster to camera-ready stage and print production specifications.

RESULTS AND ACCOMPLISHMENTS

This project has met--and in many cases exceeded--the objectives outlined in the grant application. For example:

Objective 1 not only contains a model marketing plan, it also includes information on the process one should follow in pre-plan research and actual plan development. Also included are helpful worksheets.

Objective 2 includes the marketing curriculum as well as a sample workshop outline, information for presenters, tips for participants and a sample survey (used in evaluation of the pilot presentation) that future seminar presenters also could use.

Objective 3 goes beyond the required model curriculum on desktop publishing. It includes copies of curricula now being used for two Lake Washington VocTech courses in desktop publishing, and a report with useful information on how to establish a desktop publishing course. Also included is a ready-to-print brochure produced with desktop publishing. Instead of supplying a mockup, the investigator chose to develop a usable brochure (complete with copy and graphics) that school districts can use now to promote vocational education.

Objective 4 called for a camera-ready poster on voc-ed. Instead, a series of four posters were developed to represent different vocational education programs, and several vocational career opportunities. All posters can be imprinted with a school name and message.

Objective 5 specified coordination with NEVAC, which was expanded to include in-depth studies of voc-ed marketing in four school districts. The investigator did this to gain a better understanding of vocational education in school districts with different demographics, and to closely examine their marketing efforts.

EVALUATION

Please refer to Appendices F.1 and F.2 for project evaluations from NEVAC and Lake Washington Vocational Technical Institute.

In the opinion of the principal investigator, this project represents a good start in assisting school districts with the marketing of vocational education. Fulfillment of the grant objectives provides a solid foundation on which vocational educators can develop a planned, consistent approach to marketing. The action reports included in the appendices give vocational educators information on:

- * How, when, where and why to use marketing.
- * How to apply marketing techniques to vocational education.
- * How to build a marketing plan.
- * How to teach instructors to become better marketers.
- * How to develop marketing calendars and production timetables.
- * How and why to incorporate research, testing and ongoing feedback into marketing efforts.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The research conducted for this project clearly indicates the need for a professional marketing approach at the local level. Vocational directors admit there is much to be gained in working cooperatively with their peers in other districts. One strategy to consider would be the cooperative development of marketing plans and materials, with room for customization in each district. This approach would be much more cost-effective (in terms of time, money, resources and use of personnel) than having each school district "reinvent the wheel." The marketing products produced through this project are good examples of tools that can be used by any school district in our state.

Marketing is a necessity if vocational education is to survive, meet its competition head-on, improve its image, and show the general public that it can expand the options and opportunities for all high school students, regardless of their future plans.

The principal investigator makes the following recommendations for the future:

1. The marketing curriculum should be taught by a marketing professional or educator skilled in making marketing presentations. If this seminar/workshop is to be useful to attendees, it must be well-presented, interspersed with personal marketing experiences, and illustrated with local marketing samples.
2. Provide an additional grant to fund the production and distribution of this project report and its products to all school districts in the state.
3. Association meetings, conferences and other statewide gatherings of vocational educators should be seen as an opportunity to present a marketing forum. For example, the August conference of the Washington Vocational Association could include a seminar or workshops on "Marketing Vocational Education." As part of the forum, school districts and post-secondary institutions could display their current marketing materials and discuss them with other conference attendees. At the WVA conference, for instance, Lake Washington VocTech could make available copies of the marketing posters and brochures produced as a result of this grant project.

By making the marketing forum an ongoing event at these conferences, vocational educators would have an opportunity to share marketing ideas, see what their peers are doing to promote voc-ed on the local level, and increase their general knowledge of marketing.

PROJECT DISSEMINATION ACTIVITIES

Copies of this project report are being distributed to the vocational directors in NEVAC.

The Lake Washington Vocational Technical Institute is printing a limited number of the voc-ed marketing posters and brochures and will distribute copies to NEVAC high schools.

APPENDIX A.1

OBJECTIVE 1: Develop a marketing plan that addresses both internal and external marketing of vocational education. The plan shall be in the form of a generic model that can be adapted to vocational programs in small school districts, large districts and post-secondary institutions.

REPORT OUTLINE

- I. INTRODUCTION
 - A. Why Does Washington State Need to Market Vocational Education?
 - B. Overview of the Marketing Plan
 1. What is it?
 2. How does it work?
 3. Why do we need it?
 - C. Definition of Marketing Plan Terminology
- II. SETTING THE FOUNDATION FOR A MARKETING PLAN
 - A. Gathering Preliminary Information
 - B. Establishing Realistic, Workable and Appropriate Goals
 - C. Developing Timetables
 - D. Building a Mechanism for Tracking and Evaluating Results
 - E. Making the Most of Available Resources
- III. MODEL MARKETING PLAN
- IV. SUMMARY

A MARKETING PLAN FOR VOCATIONAL EDUCATION

I. INTRODUCTION

A. Why Does Washington State Need to Market Vocational Education?

The State of Washington has a valuable "product" to sell--appropriate, affordable and timely vocational instruction that can prepare students of all ages for new and challenging job opportunities.

In years past, vocational educators did not feel the need to market their product. There usually were enough students interested in vocational-type job training to fill the classes. Promotion of voc-ed was done in a limited fashion without the benefit of a comprehensive marketing approach. Vocational education marketing was reactive rather than pro-active.

Recently, however, more up-to-date marketing techniques are beginning to be applied to vocational education (secondary and post-secondary programs) in order to attract more students.

Changing times have resulted in increased competition for a potential voc-ed student's attention, time and money. At the secondary level, high school graduation requirements have been raised to insure that students meet more stringent entrance requirements at colleges and universities.

Even those high school students who do not plan to attend college find themselves faced with a course load that leaves little time for electives, the category in which voc-ed courses often fall. While high school voc-ed programs satisfy the need for job-training and avocational skill development, students need guidance and support to work these classes into their otherwise full schedules.

At the post-secondary level, the Armed Forces, four-year colleges and universities, and the local job market all compete with vocational education.

Even older adults who wish to return to school for job-related or personal enrichment classes have a wide array of educational choices: college and university continuing education programs; public and private vocational schools, and community service classes available through local Parks & Recreation Departments.

If public vocational education is to survive and grow, it needs not only to maintain its market share, but to increase it. Marketing is a necessity. And since many educators do not have a marketing background, there is a need to assist them in developing and implementing appropriate marketing strategies.

After in-depth interviews with voc-ed directors at several school districts (representing a cross-section of vocational programming, administrative philosophies and student profiles), it is evident that while there are distinct differences, there are more similarities:

- * The need for stronger, more focused communications efforts.
- * The need to use communications dollars more effectively.
- * The need to pool communications efforts between districts.
- * The need to develop long-range voc-ed marketing plans.

The purpose of this report on marketing vocational education is to help vocational directors and instructors understand how marketing can have a positive impact on voc-ed, and how it can work to everyone's benefit. The model marketing plan that follows is designed to assist vocational directors in developing their own marketing plan to promote voc-ed at the local level.

B. Overview of the Marketing Plan

Just as marketing refers to the total process of how an organization does business, the marketing plan is the tool used to define overall marketing goals. In the plan, strategies are developed to meet those goals, action steps are defined to implement the strategies, decisions are made

on how to track and measure results, and a budget is developed. The marketing plan serves as a guide to help define where you are now, where you are going, and how you are going to get there.

As explained in the marketing curriculum outline (see page 35 of this report), vocational education is a business with a product to sell--voc-ed programs. Every business with a product or service to sell needs a marketing plan. Therefore, vocational education instructors need to understand basic marketing concepts, and know how to develop and use a marketing plan.

Marketing plans are useful because they:

- * Force us to focus on who we are, what we do, where we're going and why.
- * Force us to put our goals on paper, make sure they are real and truly reflect our business and products.
- * Force us to define our internal and external markets.
- * Help us develop a consistent, targeted message.
- * Help establish our credibility in the market place.
- * Help us create and maintain a positive image.
- * Provide a mechanism for development of well-planned strategies to promote our organization, its products and services.
- * Help us save money by getting the most mileage from limited resources and a limited budget through maximum use of art, copy, merchandising, public relations and promotion efforts.
- * Force us to plan ahead through use of a planning calendar and production timetables.
- * Provide a mechanism for measuring and evaluating the results of our marketing efforts.
- * Provide opportunities for joint marketing activities with other school districts, the community and our advisory committees.

C. Definition of Marketing Plan Terminology

The classic marketing plan consists of the following elements:

- mission statement
- goal
- objectives
- strategy
- action plan/tactics
- budget

The following are standard definitions of the marketing plan's key components:

- = **Mission statement**...Statement describing why your organization exists, and what you intend to do to stay in business.
- = **Goal**...Open-ended statement about your organization--what it does and where it is going--with no time limit or quantitative targets
- = **Objectives**...Statement(s) expressing the goal with numbers and time frames. A marketing plan can have several objectives.
- = **Strategy**...The longer-term plan of how you will meet your goal by fulfilling your objectives.
- = **Action plan/tactics**...The steps you take to put the strategy into action and achieve the objective.
Tactics utilize:
 - * A planning calendar to schedule marketing activities, events and production of materials.
 - * Production timetables for specific marketing items.
 - * A variety of marketing communications tools, all employing and revolving around a central theme.
 - * Internal resources, as they fit marketing objectives: i.e. use of students to promote voc-ed activities; use of instructors to make

presentations on voc-ed to administrators, counselors, other teachers; or use of an advisory committee to meet with civic groups, business leaders or parents on importance of voc-ed.

- * Research, testing and evaluation techniques before product development, during product introduction and following customer purchase and use of product.

= Budget...Dollars and tangible resources, such as donated services, allocated to development of marketing materials, events and activities.

II. SETTING THE FOUNDATION FOR A MARKETING PLAN

A. Gathering Preliminary Information

Before a marketing plan can be developed for a voc-ed program (or any other business) preliminary information must be gathered to:

- = Clearly define the organization and its goals.
- = Understand product features and benefits.
- = Objectively analyze the organization's strengths and weaknesses.
- = Identify the competition.
- = Define the customer base (both internal and external market segments):
 - who they are
 - why they need the product
 - how they benefit from the product

The worksheet, "Preliminary Worksheet-How to Develop a Marketing Plan" (Appendix A.2), is a useful tool for answering these questions.

B. Establishing Realistic Goals

While goal-setting is a familiar activity for most organizations, the emphasis here is on setting marketing goals that dovetail with long-range plans.

It's important to make sure these goals are realistic, workable and appropriate--for voc-ed instructors and administrators, the school district and the community served by the schools. For example, an ambitious voc-ed marketing plan calling for radio public service announcements, high school career days presentations, four-color brochures, voc-ed product fairs and local business promotions could be very effective in a large metropolitan area served by several school districts. However, this plan might be difficult to execute in a smaller, more isolated school district. The smaller district might have a greater need for voc-ed marketing that focuses on student involvement with the business community, the future employers of the students enrolled in voc-ed classes.

That is why it is important to remember that a marketing plan must be custom-tailored to meet your specific needs. While the components of the marketing plan may remain the same, the individual elements in each section of the plan will vary from district to district.

C. Developing Timetables

As you develop a marketing plan and decide which marketing activities you would like to use at your school, or in your district, begin to build a marketing calendar.

By planning ahead, you can make better use of your time, money and personnel. If you don't know how long it takes to produce a brochure, how much time to allow for placement of a press release, or how much it will cost to create an audio-visual program, talk to a marketing professional or another voc-ed instructor who has worked through a similar activity.

D. Building a Tracking/Evaluation Mechanism

A good marketing plan includes provisions for preliminary research, ongoing surveys and follow-up tracking. Since vocational education programming reflects changing industry needs, it is important for voc-ed instructors to regularly survey their target audiences (students, parents,

administrators, counselors, other teachers, local businesses, the community, etc.) regarding the appropriateness of their course offerings and marketing efforts.

The North East Vocational Area Cooperative (NEVAC), for example, frequently surveys students regarding their vocational interests, how they learned about a particular voc-ed program, and what they thought about the courses. NEVAC consists of the Bellevue, Edmonds, Issaquah, Lake Washington, Mercer Island, Northshore, Shoreline and Snoqualmie Valley School Districts.

E. Making the Most of Available Resources

As discussed in the marketing curriculum report, voc-ed instructors need to develop a broad support base for their marketing activities. This involves cultivating all available resources, including:

- * students
- * other voc-ed instructors
- * counselors
- * other teachers and administrators
- * parents
- * advisory committee
- * inter-school, inter-district cooperatives
- * the business community--local employers

III. MODEL MARKETING PLAN

The worksheet, "Writing a Marketing Plan" (Appendix A.3), is intended to help you organize the information to be presented in the marketing plan.

The following plan is designed to serve as a model that vocational education directors and instructors can modify in order to develop their own marketing plans. It is intended as an example. The content of each component (mission statement, goal, objectives, strategy and action plan/tactics) should and will change with each school district or vocational institution using the model.

Mission Statement:

Our business is vocational education--providing students of all ages with an opportunity to explore career options, learn basic life skills, and acquire job-related training leading to employment.

Goal:

To increase public awareness and acceptance of vocational education (within state, district, city, community) as a viable "first choice" for students who need or want to obtain the knowledge and training needed to get a job and start a career.

Objectives:

1. Build a comprehensive, yet flexible, marketing strategy to promote vocational education in our district to our target audiences, beginning at the secondary school level.

Implement that plan for the 1988-89 school year.

2. Define our internal and external target audiences (markets) for vocational education; initiate appropriate marketing activities and produce marketing materials.

Include a marketing calendar with proposed activities in proposed time frames.

3. Improve the image of vocational education in our district. Increase awareness, raise enrollment and generate new enthusiasm for the courses.

Strategy:

1. Define target market segments; list according to whether they are internal or external; determine what their needs are and how best to meet them.
2. Prioritize according to the potential benefit of voc-ed to the target market, our budget and production capabilities.

3. Design marketing communications tools to reach the groups defined in #1. Develop a budget and production schedule for each marketing item/activity.
4. Using the marketing planning calendar, schedule these activities to occur throughout the school year. Use the calendar to plan both long and short-range activities, budget costs, allocate resources and work cooperatively with other voc-ed instructors and directors.
5. Emphasize activities that involve students and clearly communicate the benefits of vocational education.
6. Include marketing events that help increase parent, teacher, administrator, counselor and community awareness and understanding of what voc-ed has to offer students, and how everyone benefits from acquired life skills and job training.
7. Make certain that these marketing activities fit within the time constraints of participating vocational instructors, their students and other teachers.
8. Whenever possible, develop marketing communications projects and materials that can be produced jointly with costs shared among voc-ed departments in several districts.
9. When feasible, utilize the skills and technology taught in the voc-ed programs to produce the marketing materials. (i.e., if available, use the school's desktop publishing course to produce printed materials such as banners, flyers, brochures, invitations; a photography and/or graphic art class for illustrations; a marketing class for copy development/product merchandising and promotion; the student newspaper and/or radio station to advertise and promote the event; the voc-ed print shop for production; and other voc-ed "product-producing" classes for sample products to display, demonstrate and sell.)

Action Plan/Tactics

1. Define what constitutes an internal and external market segment (i.e. physical boundaries of our school or the physical boundaries of the school district).

Target audience segments that may constitute internal markets:

- * current voc-ed students in our school
- * all other students in our school and district
- * other voc-ed instructors at our school
- * occupational information specialists (at our school)
- * counselors (at our school)
- * academic teachers (at our school)
- * school administrators (at our school)

Target audience segments that may constitute external markets:

- * parents
- * faculty, administrators, students at other district schools
- * advisory committees
- * local business community/employers

2. Survey the primary target audience (our voc-ed students) to find out what they do/do not like about your courses (especially those courses that need promotion) and what ideas they may have for marketing. (See sample survey used for several NEVAC Graphic Communications classes--Appendix A.4)
3. Follow our strategy and prioritize marketing needs, define required communications tools, develop production timetables and plug that information into a yearlong marketing planning calendar.

Listed below are suggested marketing activities. While some may be appropriate for your voc-ed programming, budget, resources, etc., it is expected that others will not be feasible.

Time frame:

produce now;
mail prior to
registration;

use as hand-
out during the year

prior to each
semester registration

throughout the year,
as needed

Vehicles:

throughout the year,
as needed

Suggested activity:

Brochure that focuses on features and benefits of the program. Emphasize that the student's 4-year high school program can accommodate voc-ed, even if he/she is in a college prep program.

"Invitation" to each 9th and 10th grader, announcing that they have "qualified" for the course, and to come see the instructor for more details. Use this approach to get prospective voc-ed students into your classroom/lab to see what the program is all about.

Press releases, news articles about voc-ed, special activities/events/award winners, scholarships, community service, etc. anything that pertains to your program and students.

Student newspaper (ask that they assign a student reporter to cover the voc-ed beat); district publications; PTSA newsletters; community newspapers; local radio stations.

Public service announcements for local radio stations (and student stations) promoting voc-ed

summer and during
school as time permits

prior to registration

use as needed for
career day presentations
to parents, civic
leaders, etc.

in general, special
happenings, etc. May want
to develop spots that work
for all voc-ed schools and
programs in your
cooperative, and then give
each school/program a
10-second tag that the
stations can rotate through
as they play the spot.

Presentations and speeches
local service clubs,
Chambers of Commerce,
Merchants Assoc., etc. on
voc-ed and what it means to
students, the community in
terms of preparing future
citizens to enter the
workforce, become
taxpayers, business
leaders. Could be done by
instructors or advisory
committee members. Voc-ed
also should send
representatives on a
regular basis to
meetings/seminars for
counselors and principals
to educate them on the
value of voc-ed.

Student rotation where
students (9th and 10
graders--all or those
already in a voc-ed class)
visit every voc-ed class
(during one week) to become
better acquainted with
voc-ed offerings.

Audio-visual presentations
slide or video format can
be used as an informational
recruiting tool to show
what voc-ed (and your
program) has to offer.

spring, fall

Student ambassadors--your leading voc-ed students go out to the junior high's to talk about voc-ed opportunities, their courses and high school in general. These same leaders could address parents, business and civic groups, and fellow high school students who are not in voc-ed. This is the concept of word-of-mouth advertising.

spring, fall

Professional speakers and "hands-on" workshops where you bring in local employers to speak to students about their field. Perhaps incorporate some hands-on experience, or have students visit their place of business and job-shadow.

winter, spring

Set up a gift fair/art/craft/hobby/skill fair to recognize student achievement, enable them to market and sell their products, promote the life skills and job skills one can gain through voc-ed programs. Collaborate with other voc-ed instructors in setting it up. Perhaps have contests, live demonstrations, etc. as well.

ongoing

Student-of-the-month--set up a recognition program for an outstanding student in your class (or the entire voc-ed program); create a bulletin board

end of school year

honoring these students;
arrange for a story/photo
in school and community
newspapers--to honor these
students and get publicity
for your programs.

Scholarships, awards--make
sure the voc-ed students
who earn scholarships,
awards, acceptance to
special training programs,
etc. receive the same kind
of attention and publicity
as do the students going on
to college.

ongoing

**Cultivate other teachers,
administrators, counselors**
with one-on-one meetings,
presentations,
collaboration on career
day, job fairs, open house
for parents, etc. Help
them see that voc-ed is an
important part of students'
education.

IV. SUMMARY

A marketing plan should be viewed as a road map--a working tool to take you where you want to go. By defining your goal and objectives, you know your destination. By developing a strategy and action plan/tactics, you have the means to reach your destination.

As with planning any trip you take, your marketing plan will be subject to change. Just as you might encounter unexpected detours along the way, you may need to change your marketing plan as new marketing opportunities arise.

Flexibility is the key. No marketing plan is chiseled in stone. It should also be subject to review annually, if not more often.

Marketing is also a highly individualized plan and process. While there is much you can learn and gain from vocational

instructors and directors in other school districts, you should remember that your plan must accurately reflect your school's goals and capabilities.

And remember, marketing means follow-up. Don't stop with the initial student survey regarding your voc-ed course and its marketability. Once you launch a marketing program, follow up with subsequent surveys to determine how your marketing is being received by target audience(s). And adjust your marketing approach accordingly.

Finally, marketing is a profession. While you know your business (vocational education) better than anyone else, a marketing professional could be most helpful in defining your marketing needs and putting you on the right track.

APPENDIX A.2

PRELIMINARY WORKSHEET - How to Develop a Marketing Plan

STEP 1: Goal and objectives

A. Long range:

B. Short range:

STEP 2: Define the product: strengths weaknesses

STEP 3: Define the competition

STEP 4: Define target markets

Why should they want, need or be interested in your product?

STEP 5: What niche does your product fill?
What makes it unique? Customer benefits?

STEP 6: Distribution channels

STEP 7: Estimated budget & available resources

STEP 8: Timetables

APPENDIX A.3

WORKSHEET - Writing a Marketing Plan

Mission Statement:

Goal:

Objectives:

Strategy:

Action plan/tactics:

Budget/resources:

Timetables and milestones:

APPENDIX A.4

NEVAC GRAPHIC COMMUNICATIONS STUDENT SURVEY

This survey is designed to help teachers and administrators measure how students find out about and sign up for a graphics class. Please help us by giving your most sincere answer possible--we value very much your feelings! Your name is NOT needed - the surveys will remain confidential.

1. Why did you decide to take this class? (Check the most important reasons from the list below; if a reason does not exist, write one in.)

- ☐ It was part of my 4-year plan I made in 9th grade.
- ☐ I needed the Occupational Education credit for graduation.
- ☐ I thought this class would prepare me for my career goal.
- ☐ My friend(s) was taking the class.
- ☐ I heard it was a good class to take/it was recommended.
- ☐ I took it for pleasure--I thought it would be fun.
- ☐ Other: _____

2. How did you first learn about this class? (Check the one or two most applicable)

- ☐ From my friends or other students.
- ☐ From a counselor/career counselor of Occupational Information Specialists (OIS) at my school.
- ☐ From the teacher of this class.
- ☐ From printed materials such as a flyer, brochure or tabloid.
- ☐ From a parent or other adult.
- ☐ From another teacher at my school recommending it.
- ☐ I have always wanted to take this class; I inquired myself.
- ☐ Other: _____

3. What is your personal career goal?

My career goal is to be: _____

How do you plan on accomplishing this?

____ By learning the skills "On-the-Job" (Go to work after graduation).

____ By attending a community college.

____ By attending a four-year college or university.

____ By attending a voc-tech school or a specialty training school.

____ By entering the military.

____ Other: _____

4. What do you like most and least about this class?

I like most: _____

I like least: _____

5. From your viewpoint, what are the two most critical problems which prevent students from taking this class. (Check two reasons)

____ Other required classes don't allow enough time to sign up.

____ Schedule conflicts prevent them from signing up during the time slots the class is offered.

____ People just don't know much about the class before registration.

____ The class just doesn't fit into a lot of students, career plans.

____ Some students just aren't interested in this kind of a class.

____ Other: _____

6. In your opinion, how much do you think the general student body is aware of this class?

____ A great deal (Over 90% know about the class)

____ Quite a bit (Over 75% know about the class)

____ About half (50% know about the class)

____ Not very much (25% to 50% know about the class)

____ Hardly anyone knows (Less than 25%)

7. How could we do a better job of informing students about this class?

Idea 1: _____

Idea 2: _____

Idea 3: _____

THANK YOU VERY MUCH FOR YOUR HELP IN ANSWERING OUR SURVEY.

APPENDIX B.1

OBJECTIVE 2: Develop a curriculum for a marketing seminar that could be used as inservice training for faculty, staff and advisory committees, and offered by school districts throughout the State. The focus of the seminar is on the marketing of vocational education at the secondary school level.

REPORT OUTLINE:

- I. INTRODUCTION
- II. SEMINAR/WORKSHOP OUTLINE
- III. COURSE CURRICULUM OUTLINE
- IV. CONCLUSIONS
- V. PILOT SEMINAR PARTICIPANTS AND COURSE EVALUATIONS

A CURRICULUM ON MARKETING VOCATIONAL EDUCATION

I. INTRODUCTION

The following course outline for a seminar/workshop on marketing vocational education is designed to familiarize vocational instructors and directors with the following issues:

- A. Marketing is an essential element of any business--including the business of providing secondary students with vocational education programs. Marketing touches every aspect of business.
- B. The same principles of marketing that apply to a business can also be applied to the marketing of vocational education.
- C. Marketing can help instructors improve the image of voc-ed, increase awareness in all market segments about a school district's voc-ed program, build morale, increase student participation in voc-ed, and facilitate the formation of partnerships with the community and local business leaders.
- D. Marketing can work if it's approached in a professional, systematic fashion that involves:
 - * defining the "product", its features and benefits.
 - * defining both internal and external market segments and determining their needs in relation to voc-ed.
 - * understanding the "competition" for students' time, energy and attention.
 - * researching opportunities to market voc-ed jointly with other schools, districts and local business leaders.
 - * establishing timetables and methods for measuring the results of marketing activities.
 - * developing a realistic, flexible marketing plan.
- E. Marketing can be a "win-win" situation for all participants because it offers benefits to all

significant market segments involved with voc-ed:
the instructional staff, the administration, the
students and their parents, and the community.

The format for the presentation is a combination of lecture
and "hands-on" workshop where participants draft a marketing
plan for their own vocational programs based on information
they received during the seminar.

The outline is designed for an all-day seminar--3 hours in
the morning and three hours in the afternoon--with an
additional 30-40 minutes for questions after each half-day
session.

II. SEMINAR/WORKSHOP OUTLINE

- A. INTRODUCTION
 - 1. Speaker
 - 2. Purpose of seminar
- B. WHAT IS MARKETING?
 - 1. Definition
 - 2. Why it's important
 - 3. Marketing components
- C. MARKETING AND VOCATIONAL EDUCATION
 - 1. Marketing and its relationship to voc-ed
 - 2. Applying marketing principles to voc-ed
 - 3. Sample voc-ed marketing plan

-- Break for Lunch --
- D. "HANDS-ON" WORKSHOP
 - 1. Participants prepare marketing plans in
outline form
 - 2. Presentation/discussion of marketing plans
- E. WHERE DO WE GO FROM HERE?
 - 1. Getting started
 - 2. Establishing timelines and guidelines
 - 3. Conducting follow-up research

- F. BENEFITS OF MARKETING VOC-ED
 - 1. How it helps instructors
 - 2. How it helps school districts
 - 3. How it helps students
 - 4. How it helps the community
- G. SUMMARY
 - 1. Marketing is the beginning, not the end
 - 2. Questions, comments
- H. CONCLUSION

III. COURSE OUTLINE

A. INTRODUCTION

1. Introduction of presenter

2. Purpose of seminar

- = To learn about marketing and why it is important.
- = To understand the relationship between marketing and vocational education.
- = To learn about marketing techniques.
 - what is marketing communications?
 - why do we need it?
 - how do we apply it to vocational education?
- = To learn how to become better communicators.

B. WHAT IS MARKETING?

1. Definition: Marketing is both a process and a plan.

- * A process of determining what's needed in the marketplace...and a planned, systematic identification of those needs.
- * A process of analyzing to see if the need can be filled profitably...and a plan for how to do it.
- * A process of delivering the product... and a plan for telling the marketplace how its needs will be met.

Marketing refers to the total process of how we do business:

- * how we develop products
- * how we price, distribute and display them
- * how we sell and promote our goods and services
- * how we communicate internally
- * how we communicate with our marketplace

2. Marketing is important because:

- * It gives us an opportunity to tell the world about our organization, products, services and employees.
- * It helps us differentiate ourselves from similar businesses.
- * It allows us to create a niche for our organization and products: that unique position in the marketplace that belongs to us alone. Through our marketing strategies we can define, defend, promote, change and expand that niche, depending on our goals and strength of our position.

3. Types of marketing strategies

- * Aggressive, defensive, global, territorial.
- * An organization may use one strategy or a combination of strategies.
- * Factors affecting choice of strategy:
 - = Organization goals
 - = Existing and desired market-share
 - = Organization strengths, weaknesses
 - = Organization resources (products & personnel)
 - = Financial position
 - = Commitment to growth

4. Components of marketing

- * Research/testing--applies to

organization and its products.

- * **Product development & delivery**--development of product, distribution channels, actual delivery to consumer.
- * **Education**--training employees about the products: and teaching customers how to use them.
- * **Merchandising**--packaging, displays, sales aids.
- * **Sales/promotion**--tools, techniques used to sell and promote products and company.
- * **Image Development**--corporate and product identity.
- * **Information**--communications about company, its people and products. Can be straight news or motivational.

These components cover all aspects of marketing, from deciding what business we should be in and what products we should deliver, to the various forms of communication we use to reach the consumer.

5. Marketing Communications

Refers to the tools and techniques we use to communicate to both internal and external audiences about the company and its products.

Familiar communication tools:

- * **Advertising**--print, broadcast, transit, billboards, direct mail
- * **Printed materials**--brochures, posters, flyers, mail inserts
- * **Packaging, merchandising materials**
- * **Sales, training aids**
- * **Internal/external publications, newsletters**

- * Exhibits
- * Speeches and other oral presentations
- * Press releases, product publicity

6. 4 C's of marketing

As we look at the relationship of marketing to vocational education, remember that the principals of good marketing for business also apply to education:

- * communication * consistency
- * cooperation * commitment

Communication refers to our efforts to clearly convey information to both internal and external audiences.

Consistency refers to the strategy of developing a theme or slogan and then applying that message to all our marketing communications materials: advertising, brochures, newsletters, press releases, signs, displays, etc. The repetition of this message in a uniform manner reinforces that message in the consumer's mind.

Cooperation refers to our efforts to work together as a team. Marketing is a joint effort. It takes a team leader, team captains and lots of team supporters to develop and implement a successful marketing campaign.

Commitment refers to the fact that good marketing results don't happen overnight. As outlined in this seminar, marketing is both a process and a plan that takes time to research, design and put to work. It's important that every member of your marketing team "buy into" the strategy, and be prepared for a lot of hard work to make it a reality.

C. MARKETING AND VOCATIONAL EDUCATION

1. How does marketing relate to vocational education?

**** Vocational education is like a business.**

- = We have a product to sell (voc-ed courses).
- = We have customers (students).
- = We have "stockholders" with a vested interest in the success of our business:
 - faculty
 - administration
 - parents
 - business community
- = We need a plan and process--to make sure we effectively fill the need in our marketplace.

**** Marketing is a tool that can help us be successful at what we do best:**
offer timely, topical vocational programs that give students the skills they need to get a job and start a career. We can use marketing techniques to:

- = learn more about our target audiences.
- = learn how to promote our products effectively.
- = learn how to "sell" more products.
- = learn how to improve the image of our products and vocational education in general.
- = learn how to measure the results of our efforts.

**** Vocational education is goal-oriented.**

- = As in business, it's important that we establish marketing goals and strategies that tie in with our other goals to insure consistency in our efforts, and the value of the program for students now and tomorrow.

= Marketing forces us to look at where we've been, where we are now, where we're going, and how we're going to get there. For the voc-ed teacher, marketing provides the opportunity to check if you're on the right track regarding:

- what you're teaching
- how well you're teaching it
- to whom you are teaching
- what is being learned
- are needs being met

**** Voc-ed deals with real-life situations such as changes in employment and occupations.** Voc-ed is never static. To remain successful, it must be updated frequently to make certain it accurately reflects current business needs, labor trends and required job skills.

**** Voc-ed requires research and analysis.** Educators and business people alike know that to be successful, you must conduct research on the need for, suitability and performance of a product before it's released. Then you must follow up with more research on customer use and acceptance of a product. Surveying your students as well as other segments of your target audience helps you gain feedback on your program, and how you can improve it.

2. How do we apply marketing to voc-ed?

- a. Define your business.** Like any business you need to understand who you are, what you do and where you want to be in 1 or 5 years. Think about:

- * your goals
- * strengths and weaknesses of your program
- * the image you, your program and voc-ed have: Is it accurate and as good as it can be?

b. **Make sure you have a good product.** Whether you're marketing pizza or voc-ed, it's vital to start with a good product. You also need to understand and promote:

- * product features and benefits
- * how the product meets your customers' needs (There may be a different need and benefit for each customer segment.)

c. **Agree to communicate.** Start meeting and talking with fellow voc-ed instructors about ways in which you can make your programs stronger, more appealing, more visible, more beneficial to students.

d. **Know the competition.** Just as any good business professional knows the competition, its products, strengths and weaknesses, you must know and understand the competition for a student's time, energy and attention.

* You face competition on several fronts:

- = other courses (state and district-mandated graduation requirements).
- = parental pressures to keep their children in a college-prep program.
- = peer pressures to take certain courses.
- = student interest in other activities.

* In order to market effectively, you must be able to face the competition head-on by clearly defining the benefits your product offers:

- an opportunity to explore career options.

- to learn job and life skills.
- to take a voc-ed class purely for its avocational interest.
- to develop connections to the local job market.
- to get a head start on occupational training that leads to a post-high school career

e. **Define your markets.** To effectively market a product, you must have a clear understanding of your target audiences:

- who are they?
- what is their relation to your product?
- what is their need for your product?
- how can they benefit from your product?

* As an educator, you must address both internal and external audiences:

internal...students

- ...other voc-ed instructors
- ...occupational information specialists
- ...counselors
- ...academic teachers
- ...administration (school & district)

external...parents

- ...local businesses
- ...the community
- ...other schools

* Each of these market segments has specific needs and concerns regarding your product and each derives different benefits from your presentation of it.

* While the core of your message remains the same, your "marketing mix"--the approach, tools and delivery system--will vary depending on the audience segment you address.

f. Create a basis for support. If a marketing program is going to succeed, it must have support and commitment on several fronts. There are a number of ways you can develop support for marketing voc-ed:

students: those who enjoy and benefit from your program are the best allies. Word-of-mouth advertising is most effective.

other voc-ed instructors: get together for joint marketing of voc-ed, share ideas and make sure you thoroughly understand each other's course offerings.

counselors: if they believe in voc-ed and value your program, they'll refer students to you.

other teachers, administrators: even a college prep student needs other options because only a small percentage of students actually go on to college and get a degree. Enlist the support of other teachers by presenting vocational education as good preparation for life after high school--whether it's college, post-secondary vocational training, the armed forces, or a job. It's an option.

parents: same message applies. They want the best for their children, but that may not be college, so they need other choices.

advisory committee: your lifeline to the community can offer professional expertise, and provide a link to job opportunities for your students. They are the real-life extension of your program, and can offer valuable endorsements of voc-ed.

inter-school, inter-district cooperatives:

NEVAC, the North East Vocational Area Cooperative in the East King County area, is composed of eight school districts of varying size, scope of program, make-up of community and educational goals. Yet NEVAC is committed to promoting and growing a first-rate high school voc-ed program that benefits students from all eight districts. NEVAC shares programs, students, facilities and instructors. They work together and communicate.

- g. Check other sources for information on marketing voc-ed. As an educator, you have access to a variety of informational sources for ideas on marketing voc-ed. It's worthwhile to look at some of them to get a different perspective and see if they offer any new ideas you may wish to adopt. These sources fall into several categories. Here's a partial list.

National sources:

- = American Vocational Association
1410 King St., Alexandria, VA 22314
- = The Marketing Planner by Dr. William J. Banach, Macomb Intermediate School District, Mt. Clemens, MI

- = ERIC - Educational Resource Information Center, Washington, D.C.

Washington State materials:

- = Marketing Task Force report, 7/16/87.
- = Numerous publications from Superintendent of Public Instruction's office in Olympia.
- = NW Curriculum Center, Lacey, (206) 438-4456.
- = Northshore School District: video tape on marketing voc-ed to parents and students.
c/c Bob Boesche',
Vocational Director
18315 Bothell Way NE
Bothell, WA 98011

Cooperatives:

NEVAC and its members have conducted several surveys with results available in report form.

Local business, industry:

Most companies devote considerable time and money to comprehensive marketing studies. Check with the marketing or public relations office at major companies in your community for information on marketing techniques you may be able to adapt to voc-ed.

Other school districts:

Marketing is a key issue facing educators today. Check with other districts and their voc-ed advisory committees for marketing plans they may have developed and used.

- h. **Create a marketing plan.** It forces you to plan ahead, establish goals and objectives with strategies for meeting them, develop a course of action and a budget, track and analyze results.

- * No two marketing plans are alike.
- * Marketing plans should be used like a road map--to help get you where you want to be.
- * Marketing plans are not cast in concrete--they should be considered flexible and changeable as you periodically reevaluate your marketing efforts and successes.

Marketing plan structure

- mission statement
- goal
- objectives
- strategy
- action plan/tactics
- budget
- milestones and timetables

1. Defining the terminology:

- Mission statement...A statement describing why your business exists and what you intend to do to stay in business.
- Goal...An open-ended statement about what you want for your business (no time limit or quantitative targets.)
- Objectives...Statement(s) expressing the goal with numbers and a time frame. You can have several objectives.
- Strategy...The longer-term plan of how you will fulfill your goal by meeting your objectives.
- Action plan/tactics...The specific steps you are taking to put the strategy into action and achieve the objective. Tactics require:
 - * A planning calendar to schedule marketing activities and materials.
 - * A timetable for production of above.

- * A variety of communication tools (see list below).
- * Existing resources (staff, students, administrators, advisory committee).
- * Research, testing and evaluation techniques before product development, during introduction and following customer use.

Communication tools and techniques to implement the plan:

- advertising (print and broadcast)
- direct mail
- telemarketing
- print communications (brochures, posters, flyers, newsletters)
- public relations (press releases, special events)
- exhibits, displays, demonstrations, speakers, presentations, contests
- interactive events (job workshops, job shadowing, "student ambassador" visits to other schools, etc.)

-- LUNCH BREAK --

D. "HANDS-ON" WORKSHOP

1. Review elements of marketing plan
2. Review examples of marketing activities and materials used in other districts to promote voc-ed.
3. Divide participants into groups (8-10 people per group).
 - a. Explain that each group will develop a model marketing plan for their school's voc-ed program(s).
 - b. Show them how to use "Preliminary Worksheet--How to Develop a Marketing Plan." (Appendix A.2)
 - c. Groups to complete worksheet and discuss.

d. Show groups how to complete and use "Worksheet--Writing a Marketing Plan". (Appendix A.3)

e. Groups to complete worksheet and discuss.

4. Presentation of each group's marketing plan.

a. Class discussion/comments/questions.

b. Instructor's brief verbal analysis of plans.

E. WHERE DO WE GO FROM HERE?

1. Get started.

* Once you have a workable, realistic marketing plan that your team approves and supports, you're ready to begin marketing!

- prioritize action plans/activities.
- share concepts, materials, costs (look for ways to make art, copy, professional consultations and resources do double-duty).
- consider both internal and external marketing activities for a more comprehensive message.
- draw on your advisory committee and other support bases for feedback and assistance.

2. Establish timetables.

* Set realistic goals and timetables based on available resources and time commitments.

It's better to develop and implement two or three marketing activities and do a first-class job, than to take on many projects and do them poorly.

3. Stay on track.

* Use your plan as a flexible guide, and make course corrections as needed.

- * If possible, work cooperatively with other districts to share marketing ideas, conduct research, fund projects, and stage events.
- * Look for opportunities to involve students in your marketing efforts. A recent survey conducted with NEVAC-area students in the Graphic Communications program revealed very creative ideas for marketing that course, and a strong interest in student participation.
- * Try to use marketing professionals to help you create marketing message and communication materials.
- * Stay current with the community's labor needs, the direction of the economy, business, etc.

4. Measure and evaluate results.

- * Do your research, analyze job trends, students' career interests, etc. to make sure they mesh with voc-ed programs and goals.
- * Survey your "clients" (students) regarding your program and ways in which it could be improved, better promoted or made more beneficial.
- * Track enrollment in courses/programs to look for trends...up or down.
- * Work with your administration to track postgraduate activity such as enrollment in a community college, vocational institute, or job. Determine how many students continue their studies or are employed in the vocation you introduce them to.

F. WHAT ARE THE BENEFITS OF MARKETING VOC-ED?

Answer: it can be a "win-win" situation for all parties.

1. Marketing helps you, the voc-ed instructor to:

- * Increase the visibility of your program, its features and benefits, so your audiences (students, parents, local business and other teachers) know you exist.
- * Articulate goals for your program, and make sure they accurately reflect business needs, employment opportunities, job requirements and student interests.
- * See the value of "product" research for your classes to determine real-life value to students.
- * Form partnerships with local business community/employers and draw them into your marketing efforts.
- * Define your target audiences (internal and external), examine their needs and concerns, and determine the best ways to address them with appropriate marketing communications.
- * Anticipate, plan and schedule marketing activities.
- * Work together with other voc-ed teachers (in your school, other schools, other districts) to promote voc-ed.
- * Pinpoint ways to get the most mileage from limited resources (time, money, manpower).
- * Put to good use your most valuable asset: student endorsement. By utilizing student word-of-mouth advertising for your programs, and allowing students to participate in the marketing of your class, voc-ed benefits from their enthusiasm.
- * See the "big picture". Sure, there are common problems such as stringent graduation requirements, heavy emphasis on college prep programs, a negative image that voc-ed is for kids who can't make it elsewhere, etc. But the truth is, voc-ed is a great option for kids who may not fit the college

prep mold, and for those who want to, or must, find employment sooner rather than later.

2. Marketing helps high schools and districts to:

- * Establish credibility for voc-ed programs with the administration, parents, community, local business and industry.
- * Provide a well-planned, strategic method for promoting voc-ed programs and obtaining support from target audiences.
- * Provide the tools needed to create a consistent, well-positioned image for voc-ed and what it offers.
- * Save money through careful planning to maximize use of graphic design work, art, photos, copy and displays.
- * See the value of sharing marketing ideas with other school districts.

3. Marketing helps students to:

- * See that there are alternatives to a straight academic track, and that voc-ed helps them learn life skills as well as job skills.
- * Get involved in voc-ed beyond the classroom by participating in marketing activities such as "student ambassadors", producing marketing communications materials, and participating in promotional presentations.

4. Marketing helps the community to:

- * Understand that voc-ed is a vital, important part of the educational process and makes an important contribution to economic development.
- * See the need for local business/community leader involvement in voc-ed.

You can market voc-ed to the community via:

- * News in the local paper or district publications
- * Public service announcements
- * Public relations activities in conjunction with local businesses and civic groups
- * Voc-ed promotions staged jointly with other school districts

G. SUMMARY

Marketing doesn't have all the answers for the challenges vocational education and you face. It isn't a "miracle cure." Just as all the public relations in the world can't help a company with a bad product, marketing can't help voc-ed if you don't have a good program, good instructors, and supportive administrators.

However, if you do have good programs, capable and enthusiastic instructors and an administration that stands behind voc-ed, then marketing can help increase your visibility, reach more students, promote the benefits of voc-ed and increase enrollment. And through exposure to voc-ed and what it can do for students, you'll also help parents (and some academic teachers) realize that there is a viable alternative to strictly academic education.

Marketing is a process and a plan that can help you formulate and reach your goals--as long as you follow the 4 C's:

- * communication
- * consistency
- * cooperation
- * commitment

IV. CONCLUSIONS

The pilot seminar on the marketing curriculum was well-received, with participants providing excellent feedback on course content and style of presentation. All attendees stressed the need for the "hands on" workshop.

They saw it as a valuable tool in showing instructors how to actually apply marketing principles to their situations.

It is the opinion of the pilot seminar instructor, the attendees, and NEVAC committee members that the key to successful presentation of this seminar depends on a professional presentation by someone well versed in marketing. The speaker should have some personal experience in using the process described in this report and how it can be applied to vocational education. The supplemental information, graphic examples and explanations furnished by a marketing professional can "make or break" the presentation.

V. PILOT SEMINAR PARTICIPANTS

February 11, 1988 Marketing Seminar for NEVAC
Directors and Teachers

<u>Bellevue:</u>	Roberta Krause	- Vocational Education Program Leader
	Roger Wing	- Vocational Education Director
<u>Edmonds:</u>	Bruce Harris	- Program Manager: Trade Industry
<u>Issaquah:</u>	Ron Louviere	- Vocational Education Director
<u>Lake Washington</u>	Jim Cairns	- Supervisor of Secondary Vocational Education
<u>Mercer Island:</u>	Jim Coulson	- Area Chair, Vocational Education
	Lee Nordgren	- Business Education Teacher
<u>Northshore:</u>	Bob Boesche'	- Vocational Education Director
<u>Shoreline:</u>	Not in attendance	
<u>Snoqualmie Valley:</u>	Not in attendance	
<u>NEVAC Office:</u>	Toni Doane	- NEVAC Coordinator

APPENDIX B.2

Northshore School District--Promotional Articles

Age is no deterrence for young bank manager

by Gail Lolselle

WHEN people ask 21-year old Lauri Jex of Woodinville where she works, she tells them she works for CityBank.

As a teller?

"No, I'm a branch manager," replies Jex.

She's getting used to their astonishment.

At an age when most of her friends who went to college are entering the job market, Jex has achieved a high measure of success as the youngest branch manager for the eight-branch local bank with only a high school education, supplemented with courses through the American Institute of Banking.

The CityBank branch of which Jex is manager is tucked into a corner of Haggen's in Lynnwood, across from the flowers and salad bar and near the checkout stand of the 24-hour grocery store.

Jex, a 1981 graduate of Inglemoor High School, enjoyed her business classes - "they were an easy A for me" - and took full part in the IHS business education program. "I loved to learn but I didn't really enjoy school. So I went to a counselor who switched me from the drama department to business. She didn't push for me to go to college," recalled Jex.

Jex and one of her business teachers, Mrs. Patti Cartmill, started a branch of the Future Business Leaders of America; Jex was charter president for two years.

Cartmill was approached by the Inglewood branch of CityBank to recommend a business student for a part-time job as a teller.

chance," Jex recalled of the interview.

Jex didn't see her interesting job as a career path. In her initial stint with CityBank, she learned "to do everything. I was handling new accounts when I left."

Jex left after graduation to attend business college. Within a few weeks she was ready to return to the real, and more challenging, world of banking.

That was five years ago and she still enjoys her career choice.

"What I like about banking is the ability to work one-on-one with people," said Jex. "And I like working with numbers because it's all black and white with no gray area: it either balances or it doesn't."

"I like the challenge of keeping up with the changes in banking regulations. And each day presents different situations that keep me on my toes."

One type of challenging situation is dealing with irate customers. When customers tell one of Jex's five employees that they'd like to see the manager, Jex comes out of her office and "it takes them totally off guard to see how young I am."

"It works to my advantage sometimes," smiles Jex. When trying to calm a customer and straighten out a problem, Jex tries to strike a balance: "I have the bank's best interests at heart, but I'm still a human being and a compassionate person."

HER PARENTS' supporting attitude has been a source of strength for Jex. "They counsel and give advice and then let me make the final decision," said Jex. Her parents, Thomas and Theresa Jex, are



Laurie Jex of Woodinville took advantage of her IHS business education courses to work her way to branch manager of an area bank.

eldest daughter, but also with their three other daughters: Shelli, a 1980 graduate of Bothell High School and valedictorian at Brigham Young University; Karla, a senior at Woodinville High School; and Karen, a ninth grade cheerleader at Northshore Junior High School.

One saying of her father's that helps Jex is "keep the focus." This keeps her centered.

She also credits her father as providing a role model for the blend of professionalism with an unassuming attitude that she carries into her career.

To what does Jex credit her rising success?

positive; I really have some down times, but I don't dwell on them. Things around me are going to have an affect on me but to what degree is my decision. I'm as happy as I want to be and I want to achieve a high degree of excellence," she said.

Jex foresees that she will continue in banking.

"I expect to stay in management. I prefer the operational over the lending side of banking because I enjoy the challenge of problem solving. Possibilities that interest me include international banking and investment banking."

High Schoolers "take over" Albertson's stores

Northlake NEWS

May 12, 1987



With red Coca-Cola T-shirts setting them apart from the rest of the crowd, 78 high school marketing students lived out the principles of marketing—in the literal sense—as they conducted their "Albertson's Takeover" May 1.

The seniors from the advanced marketing classes of Inglemoor, Bothell and Woodinville high schools stepped in to completely run the operation of their local Albertson's stores.

The Takeover is sponsored by the nationwide DECA organization (Distributive Education Clubs of America) along with Coca-Cola and Albertson's.

"These students are being exposed to the actual jobs that are a part of the business world. The experience is invaluable," said Chad Squires, marketing teacher at Inglemoor High School, who is a big believer in the hands-on approach to teaching business principles and advertising techniques.

Bobbie Peterson, Woodinville High School teacher, went even further in her praise of the marketing programs.

"Most of these students will be exceptionally successful in college—and later in management—due to this background. It puts them four to five years ahead of the rest."

This is the culmination of up to two years of classroom preparation and two weeks of hands-on practice for the young entrepreneurs. Students interested in the Takeover were required to fill out an actual Albertson's job application form, and were asked to list their job preferences; then the Albertson's staff made the final selections.

And it looks like the young workers made more than a casual impression on their new bosses.

"Frankly, I am very surprised at their maturity," said Gary Ditrner, manager of the Woodinville Albertson's. "They've been with us just a little while, and already the store has benefited by their presence."

"We could really use some of these kids right away."

The red T-shirts took up their posts in every department. Deli managers, bakery and produce workers, checkers, and even administrative managers turned over their jobs to fresh faces. Tom Burrows, senior at Woodinville High, landed the job of "store director."

"I thought I would just be sitting at a desk in the back somewhere," he said. "But I found out that my job was to make sure the whole store is running smoothly. I was in total

control, from general supervision to bagging the groceries and checking out the parking lot."

The actual Albertson's experience is only the most obvious and public result of the high school marketing courses. Peterson, of Woodinville High, explained how comprehensive "marketing" can be.

"Marketing is like an umbrella, with various spokes, such as law, accounting, and public relations. We are trying to teach an overall view of the business world; they are learning management skills from the bottom up," he said.

"One of the real benefits is in giving our students a chance to explore what's ahead, to evaluate their options."

Two students who have taken what they've been given and run with it are Jason Newmarck and Mike Gaberman, both seniors at Inglemoor High.

Newmarck, for one, is absolutely sold on the program.

"Without marketing I'd be floundering, but now I have direction. I would probably have wound up in a career I didn't enjoy."

"I have learned all about running a business; and about how to find a job, write a resume, handle situations with employees, or ask for a raise. These are things that people don't ordinarily think about until they're ready to graduate from college."

Mike Gaberman got his part-time job at the Kingdome largely because of the marketing program at school.

"I help with the sports events at the Kingdome, and so I get to meet all sorts of athletes and celebrities. Can you think of a better job?"

"I had the confidence I needed for this job because I had already learned how to interview and what qualities employers are looking for."

But besides the practical how-to lessons, students are learning general problem-solving techniques and communication skills that can be applied everywhere.

"Learning how to talk with people is the most important thing you can learn," Gaberman said. "Employers are looking for people who can solve problems when they come up, and then get their point across."

Jason Newmarck envisions a career in international business; Mike Gaberman is looking at international banking.



Mike Gaberman with Albertson's bakery manager Patty Adamson.

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February 1986

YOUR public schools

Vocational Education Week February 9-15

Food service industry careers

In the Northshore Technical Training Center, 20 juniors and seniors from Bothell, Inglemoor and Woodinville H.S.s study for careers in the food service industry, under the direction of Cheryl Drewel.

The course includes instruction in commercial foods and mathematics and English as they relate to the industry. Learning experiences include operation of an on-site restaurant, catering and field trips where all phases of the industry are reviewed and visitations to two- and four-year colleges offering instruction in the restaurant and hospitality industry.

To be enrolled in this program students must file an application which includes a counselor's approval, an Armed Services Vocational Aptitude Battery (ASVAB), recommendations from two teachers and be interviewed by Drewel.

The Industry-Labor Advisory Committee for Restaurant and Hospitality Education in Northshore, which advises this course, is chaired by Gay Meier of Washington Natural Gas. Members of the advisory committee work with students at the on-site restaurant, host students in their own businesses, help arrange for field trips to other hospitality-related businesses and make recommendations for equipment.

The Restaurant/Hospitality Education Program is one of six vocational education programs offered at Northshore through their Technical Training Center. Others include Construction Technology, Health Occupations, Graphics Communications, Cosmetology and Auto Technology. These programs are under the supervision of Robert S. Boesche, Vocational Director.



John Sheard, center, manager of Henry's Off Broadway in Seattle and member of the Northshore Advisory Committee, takes students on a tour of his establishment. (Photo courtesy Brian Tacke, student, Woodinville H.S.)

**Working together
for excellence in
vocational
teaching —**

**Vocational Education Week
theme**

February 1986/Your Public Schools/Page 9

Young champ knows his torques and volts

by Steve Johnston
Times East bureau

■ WOODINVILLE

The best high school auto mechanic in the state (and third-best student mechanic in the nation) isn't fixing cars at some garage in Woodinville.

He is putting together modular office furniture.

Mike Kahler, 19, a recent graduate of Woodinville High School, has been working at Modular Office Design Inc. for the past four years, and the hours fit his needs.

"I work from 6 to 10 p.m., and I liked those hours," he said. "I could work on my cars during the day."

Working on cars is Kahler's forte. He buys old cars, wrecked cars and abandoned cars and fixes them up. Some he sells and others he uses for spare parts to repair still more cars.

Sometimes there will be as many as 20 cars in the Kahlers' yard. That's when his mother, Geri, tells him to get rid of some.

All this devotion to cars has paid off for Kahler. In May he won the VICA (Vocational-Industrial Clubs of America) state title. Last month in Wichita, Kan., he was declared the third-best student mechanic in the nation, competing against 2,500 other high-school students.

With his success, Kahler joins a growing list of students from the Woodinville-Bothell area who have taken state honors for automobile mechanics. Rickey Johnson of Woodinville High School won the state contest in 1985, and Gary Schatz of Bothell High School won last year.

The three students all came out of the Northshore School District auto program taught at Bothell High School. Kahler said the Northshore Auto Tech class is one to attend for serious auto-mechanic students.

The description fits the latest champ, who said he came to auto-mechanics naturally.

"My dad has been working on cars for 20 to 30 years, and he has a big shop in the back yard," Kahler said. "My brother and I have taken over the shop now."

At the national competition in Wichita, the students were given a dozen different tasks and were asked to solve each one within 15 minutes.

"We had to pull apart a brake assembly or tear apart a starter and then watch for worn parts and trouble-shoot it," Kahler said. Other tasks included plugging into the car's computer system and testing the car's electronics system.

General Motors Corp. provided scholarships for state contest winners who went to the national competition in Kansas. For his win, Kahler receives a full scholarship to the

Universal Technical Institute in Phoenix, Ariz., and a complete tool kit. Bothell High School receives shop equipment, an engine to work on and a new car.

Kahler said he plans to take some college engineer courses while in school and eventually work on aircraft engines, a job his father does now for Boeing.

Being an expert in car repairs comes in handy, Kahler said. He fixes cars in the neighborhood and, he adds, "Friends of my mom bring their cars in with some problem that cost a lot to fix if they took it to a garage, and I can fix it in my spare time."

But the state's best student-mechanic isn't driving a hot rod. He has a 1965 Chevy van, and about all he has done with it is put in a bigger engine. For the past two months the van has been without third gear, and the mechanical wonder has been driving it in second gear.

"It's been pretty hard on the gas mileage," he said.

Kahler said he hunts for car bargains and recently purchased a wrecked car for \$100, pulled the engine and sold that for \$300 alone.

"We have about 10 cars at the house now," he said. "We've had up to 20 cars in the yard, but then my mom gets on us and we have to clean it up. There's a scrap yard up the street and they buy the cars by the ton."

Marriage of the minds



Sundstrand Data Control's John Reeves mixes the unreal with the real to teach his weekly economics class at Rose Hill Junior High, dressing as a sheik for the "Middle East Doughnut Cartel."

Jim Hallas Journal American

Business, schools are forging new partnerships to prepare students for a future in the real world

By Judy Hucka
Journal-American Staff Writer

About 20 students in the Northshore School District spend their lunch hours in some of the best restaurants in the area. No, they're not tired of school lunches — they're interested in careers in the restaurant and hospitality industry and are getting a peek at the business first-hand by working with some of the top people in the field.

The Boeing Co. gave the Bellevue School District canteen to the company's surplus-property store where a physics teacher was able to buy a laser for his

class for \$100, an item that otherwise would have cost several thousand dollars.

Teachers from Redmond High School give extra classes during their lunch hours on such personal-improvement topics as communicating with teenagers, financial investments, speed reading and exercise — not to their own high school students, but to employees of Physio Control Corp., the Redmond high-tech firm. In return, employees from Physio's human resources department offer seminars in interviewing, time management, and leadership skills to students at the high school.

THOSE ARE JUST a few examples of dozens of cooperative projects between private businesses and public schools all over the East Side that have been undertaken in the last three or four years. The business world, responding to what it has seen as a crisis in public education, hopes to ensure a supply of well-educated and well-trained employees for the future. And schools are turning to business to help stretch their limited financial resources.

While they include the traditional vocational education and career exploration programs that have always had ex-

—Please see "Business" on A4

Business, schools give, get in relationships...

—Continued from Page One

tensive involvement by business, the cooperative efforts go much further. Businesses are now helping out with academic classes like math, science and social studies. And they're also getting involved in policy-setting, from advisory committees at individual schools to the Washington Roundtable that has proposed major reform of the state's public education system.

Schools benefit by giving their students access to the latest knowledge and equipment being used in the workplace — knowledge that teachers often aren't able to keep up with and equipment that the schools can't afford to buy.

"It's using the entire community as a laboratory," said Jan Stout, director of the Bellevue School District's Community Connections program that has put together dozens of the cooperative programs. "Teachers have to be generalists, and by the very nature of their jobs, can't develop the depth of knowledge in one topic that a person in the field does."

Schools are also able to offer their students some real-life experiences to help them choose a career or gain skills they will need when they start a job.

And by drawing on people who may not otherwise be involved in the school system, school officials hope to build support for education that may show up later at the voting booth or on the agenda of the state Legislature.

Businesses benefit by ensuring a well-educated and trained workforce with some understanding of the free-enterprise system.

"Business people have come to realize that if they want students trained to their satisfaction, they have to be involved," said Margaret Langlie, a Woodinville attorney who, as chairman of the Woodinville Chamber of Commerce's education committee, helped set up a partnership program between local businesses and Woodinville High School.

But they also see it simply as a part of their responsibility to their community.

"Our No. 1 reason is that we care about kids," said Steve Nielsen, manager of education relations for Pacific Northwest Bell, which offers a special class in career options and decisions to schools throughout Washington and Oregon. "A much smaller No. 2 reason is we're concerned employers and we want to make sure our future employees understand how our economic system works."

Jay Graf, vice president of marketing at Physio Control in Redmond, said his company is "not concerned that it get an even trade of benefits" in its partnership with Redmond High School. "We're just big believers in education," he said.

THE TREND toward greater business involvement in education took off in 1983, with the publication of the critical report on public schools by the National Commission on Excellence. A *Nation at Risk* President Reagan declared the 1983-84 school year the "National Year of Partnerships in Education" and called upon "businesses to become involved with their local schools."

The idea was not only that businesses could help supplement limited financial resources by providing equipment, supplies, personnel or outright financial grants to the schools, but that they could provide advice on what schools could do to make sure what they are teaching will be useful and relevant to students when they graduate. While most of the programs have been established at the high school level, sessions in economics and career choices are offered in many elementary and junior high school classes.

HERE ARE some of the types of programs:

- Businesspeople coming into the schools to talk to students or teach part of a class. These range from one-time visits to programs offered by Junior Achievement of

Puget Sound in which representatives from various companies come into junior high and high school classes once a week for an entire school term and teach classes in economics. Businesses not only provide the instructors, but pay for the textbooks and other classroom materials.

- Internships in which students work at a company for a few days or part time for several weeks. One student at Bellevue's Sammamish High School, who is interested in a career in engineering, worked at the Federal Aviation Administration helping to develop a maintenance program for ball bearings used in radar equipment, while a drama student worked in the costume shop of the Empty Space Theater.

- Shadowing, in which students follow employees around on their jobs for an afternoon or two to get a glimpse at what their jobs entail.

- Formal partnerships between businesses and schools in which they agree to help each other out in a variety of ways throughout the school year. Redmond High School has teamed up with Physio Control, Bellevue High with Puget Power, Sammamish and Lake Washington highs with Boeing Computer Services and Issaquah's Liberty High School with the Issaquah Holiday Inn. The Northshore School District is in the process of establishing partnerships with businesses in the Technology Corridor between Everett and Bothell.

Students regularly visit the facilities of their partner business, either in group tours, shadowing experiences or internships. Employees from different depart-

ments of the companies regularly teach classes or offer special seminars at the schools. The head of the engineering department at Puget Power acts as a mentor to a young technology-education teacher at Bellevue High, helping him set up class projects and find materials and equipment. A computer programmer at Boeing Computer Services helped a biology teacher at Sammamish High debug a program he was using in his classroom.

In another type of partnership, about 40 marketing and fashion merchandising students from all over the East Side meet in a special classroom in Bellevue Square every afternoon. Merchants frequently are guest speakers in their classes, and assignments often involve research in the mall's shops.

- Resource banks listing various businesses in the area, along with skills and resources they are willing to share with schools. Teachers looking for speakers on particular topics, advice on setting up curricula, or possible shadowing or internships possibilities for their students can consult the list. The Woodinville Chamber of Commerce and Woodinville High School have worked together to develop such a list, while the Lake Washington School District worked with the Redmond and Kirkland chambers of commerce on a similar project.

- Advisory committees — at individual schools, at the district level or even at the statewide level. Redmond Junior High School has a business advisory committee that has consulted Principal Steve Mezich and other administrators on such management topics as staff development, budgeting and long-range planning. The committee is also exploring establishment of a district-wide foundation, to which businesses would contribute money to be awarded as grants to teachers for special projects in their classrooms.

- Businesses helping teachers to keep abreast of the latest developments in their fields, by holding one-day seminars on a particular topic, allowing teachers to shadow a person in their job for a few days or hiring teachers for several weeks. In a pilot program developed by a cooperative of East Side vocational teachers, teachers work for East Side companies for eight-week stints. The school districts continue to pay the teachers their regular salaries, while the companies donate money to the district to help offset the cost of hiring a substitute to replace the teachers in the classroom. An office-skills teacher at Lake Washington High School worked as a secretary at Boeing Computer Services, while a marketing teacher at Interlake High School is currently working for Coldwell Banker, a commercial real estate company, on a shopping-center development project.

WHILE MANY of the programs are designed to give students exposure to specific careers or technical subjects, such as engineering, computer science, accounting or marketing, businesses have also been called upon to share more general information on such things as job-finding skills and good work habits.

"Our first impression was that kids were going to learn about computers," said Rosemarie Ives, a parent who serves on the advisory committee that oversees Redmond High's partnership with Physio Control. "But there are a lot of other things Physio has to offer."

Just about all high schools have programs in which business people conduct mock interviews, giving students not only practice, but insights into what employers are looking for in prospective employees.

Besides teaching specific technical information or job-finding skills, the programs help convince students of the value of getting an education.

"When a parent or a teacher tells them for nine years that they should do well in school, it's like water off their backs," said Nielsen of Pacific Northwest Bell. "When an employer tells them, it starts jarring their reality."

THE PROGRAMS have also had a side benefit of fostering good public relations, both for businesses and schools.

"The closer the business people are to the schools, the more quality information they have about the schools," Redmond Junior High Principal Mezich said of his business advisory committee. "There's some real ownership developing with that group."

And Carol Oelrich, the Lake Washington High School office-skills teacher who spent eight weeks working for Boeing Computer Services, said she's learned a new respect and a strong allegiance to Boeing. "It's definitely not the 'lazy B' we kid about."

Oelrich said her stint at Boeing renewed her enthusiasm for teaching "because I know what I'm teaching is useful and needed. In my classroom, I feel more self-confident because I'm better informed. If my students ask me why we're doing something, I can tell them with authority that that's the way it's done in the real world."

Likewise, businesses say the programs can boost the morale of their own employees. "They say it's fun to be able to show a student their job," Stout said. "It gives them pride in their work."

WHILE SCHOOLS tend to receive the most immediate benefits from most of the cooperative programs, schools are trying to make the partnerships two-way streets.

The Redmond High School choir and band have performed for the employees at Physio Control, and student art work has been displayed in the company's offices.

Teachers from the high school have started a "pay-day lunch" program in which they teach special classes to Physio employees during their lunch hours. Topics have included communicating with teenagers, speed reading, financial planning, and even a session on moral and ethical reasoning taught by an English and humanities teacher.

While educators praise the cooperative efforts between business and education, they are quick to point out that businesses can only enhance and supplement an already strong and healthy school system.

"There is no question that business is not going to bail out the public school system," said Stout.

"The type of support by business is more likely to be practical than in real dollars."

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"There is no question that business is not going to bail out the public school system," said Stout.

"The type of support by business is more likely to be practical than in real dollars."

And they also point out that business, far from seeing itself as the savior of public schools, has come to realize that for the most part, schools are doing a good job.

"Many of these businesses who have taken these students on in shadowing experiences have found that these students are really top notch," said Jim Cairns, supervisor of secondary vocational programs for the Lake Washington School District. "They end up saying 'I'd like to get this person working for me.'"



Tony Niccoli, rights, learns how to slice green peppers under the supervision of executive chef Lee Cheate at the Bellevue Red Lion

Inn as part of the Northshore School District's Restaurant and Hospitality Program.

Mike Siegel, Journal-American

APPENDIX B.3

SEMINAR ON HOW TO MARKET A VOCATIONAL EDUCATION PROGRAM

INFORMATION FOR SEMINAR/WORKSHOP INSTRUCTORS

The in-service training on the marketing of vocational education consists of a two-part program. The morning session covers general information about marketing, why it's important and needed, and how to apply marketing to voc-ed. The afternoon session is a "hands-on" workshop where participants develop a marketing plan for one of their courses, using the tools and techniques discussed in the morning. Worksheets will be available (samples are included with the marketing curriculum outline) so they can go through the preliminary steps (see below), draft a marketing plan, see how a timetable works, etc. The last 30-45 minutes of the workshop are spent discussing their marketing plans and proposed action plan idea.

The instructor/trainer for the session not only presents the information in the morning, but includes good marketing examples from his/her own experience. The instructor/trainer also guides the participants through the afternoon "hands-on" session.

At the end of the day, participants should have a much better understanding of marketing and how it relates to voc-ed. They should also be able to develop basic marketing plans for their programs and know what they're doing and why!

TIPS FOR SEMINAR/WORKSHOP PARTICIPANTS

- Preliminary work: * Know yourself (your strengths, weaknesses as a teacher)
- (use worksheets) * Know your product (features and benefits of program)
- * Know your audience (who are you marketing to and why?)
- * Know your competition (and how to get around it)
- * Know the market (what are your audience's "hot buttons"?, what do they respond to?)
- * Know your budget (how much can you spend & what are your non-monetary resources?)
- * Know your goals (how does this marketing activity fit in with your marketing plan?)

ANALYZE THE ABOVE INFORMATION

- Primary work: * Prioritize (which marketing activities make the most sense, given the above information?)
- * Establish timetables (production schedules for individual items, activities--plus a marketing calendar--perhaps for the school year?)
- * Decide how you will track the results (of the marketing activities)

PRODUCE THE MARKETING MATERIALS & STAGE THE EVENTS

- Follow-up work: * Conduct post-event surveys to obtain participant feedback.

- * Check timetables and budgets--how well did you adhere to each?
- * Do a brief analysis of each activity--what would you do differently next time?

APPENDIX C.1

OBJECTIVE 3: Develop a curriculum to train staff on desktop publishing. In addition to the curriculum (developed by the Lake Washington Vocational Technical Institute), there is a report concerning establishment of the curriculum and current status of the course.

Products include the curriculum, the report and camera-ready art for a model brochure promoting vocational education. The brochure, which was produced using desktop publishing, is designed for replication by school districts throughout the state. Space has been left on one panel for a customized message from the district or school using the brochure.

REPORT OUTLINE:

- I. DESKTOP PUBLISHING AS A VOCATIONAL EDUCATION OFFERING
 - A. Introduction
 - B. Why Offer Desktop Publishing?
 - C. Setting Up the Course
 - D. Marketing the Course
 - E. Comments and Suggestions
- II. INTRODUCTORY COURSE OUTLINE:
 - Desktop Publishing with Pagemaker
- III. INTERMEDIATE COURSE OUTLINE:
 - Production with Pagemaker
- IV. BROCHURE SPECIFICATIONS

DESKTOP PUBLISHING AS A VOCATIONAL EDUCATION OFFERING

A. INTRODUCTION

Desktop publishing is one of the "leading edge" technologies that rapidly is changing the way people communicate within and outside their place of business. Simply put, desktop publishing enables the trained user to produce professional-quality communications materials (reports, newsletters, brochures, flyers, etc.) with a personal computer. A cost-effective alternative to expensive typesetting and graphic design services, desktop publishing allows the user to create a wide array of printed materials--when and where they are needed.

A desktop publishing business (or department in an organization) can be set up with a personal computer such as an IBM(R) PC (or compatible) or Apple(R) Macintosh(TM) system, desktop publishing software and a laser printer.

An equally important component of desktop publishing is training. Just as any novice computer user must be trained how to use computer hardware and software, the person who wants to do desktop publishing must take appropriate training if this sophisticated system is going to be used effectively. It is essential that the instructor have a background in publications, graphics or communications so that use of publishing terminology in the class enhances the course rather than detracts from it.

A student who has been trained and has gained some experience with desktop publishing can apply his/her skills to a broad range of employment opportunities:

- * graphic design firms
- * advertising agencies
- * traditional typesetting businesses
- * printers
- * in-house communications departments of both profit and nonprofit organizations.

- * an independent desktop publishing business
- * a valuable skill to be applied to one's present job

The purpose of the following synopsis of the program at Lake Washington VocTech is to help you evaluate the appropriateness of a desktop publishing course for your high school, skill center, community college or vocational technical institute. While this report is presented from the perspective of Lake Washington VocTech, the information is applicable to vocational programs throughout the state.

According to Gary Cohn, Lake Washington VocTech supervisor with the program development group, vocational education is an excellent environment in which to offer desktop publishing:

- * It's a cost-effective way for students of all ages to learn a highly-marketable, in-demand job skill.
- * It's an excellent adjunct for anyone in business who produces internal/external communications materials.
- * It has tremendous marketing potential to draw new students to a vocational program--whether it is offered through a high school, community college or vocational technical institute.

Cohn says this rationale, coupled with community requests for training classes, convinced Lake Washington that it should offer desktop publishing courses.

B. WHY OFFER DESKTOP PUBLISHING?

The mission of the Lake Washington Vocational Technical Institute is to put people to work equipped with the skills and work attitudes which the current job market respects and needs. To fulfill that goal the VocTech offers students a broad range of courses that reflect employment opportunities and occupational interests.

"We saw the impact desktop publishing software was having in the microcomputer industry and recognized that this concept is just beginning to emerge for application and effective use," commented Cohn. "After identifying all the many

occupations in which a person could use desktop publishing, it became apparent to us that there is a growing market for people trained in this new software system. A desktop publishing program seemed like a natural for us."

Cohn continued, "We have three primary goals for those who take the initial course: that they understand what desktop publishing is, know what it can do, and learn how to create simple products with it such as a flyer or brochure." In the intermediate class, students learn more about manipulating text and graphic data, and printing out products in finished form.

According to Cohn, the desktop publishing program offers a number of benefits to the hosting educational institution as well as the participants.

1. Educational Institution Benefits:

- a. Your school district or post-secondary institution helps industry and individuals by providing training, thus making people more employable and businesses more competitive.
- b. It demonstrates the institution's ability to stay current with new products in the computer field, as they apply to class needs.

2. Participant Benefits:

- a. Students have an opportunity to learn an exciting new technology and communications tool at a reasonable price.
- b. They enhance their job skills and broaden their employment opportunities.
- c. By taking this course at their vocational center, participants are taking advantage of services provided through state tax dollars allocated to education.

C. SETTING UP THE COURSE

1. Reviewing the options:

While your district probably has its own criteria and procedures for setting up a new vocational course, we suggest you consider the steps Lake Washington VocTech took in launching its desktop publishing program.

- a. Look at your hardware and software options for desktop publishing. Cohn and his associates reviewed the desktop publishing systems installed at nearby businesses. They also checked prices, product availability and performance. They reviewed the quality of technical support provided by hardware and software manufacturers and their track record on customer service. Cohn and his staff also asked for opinions of each system from both a user's and trainer's point of view.
- b. Research the training material available with each system. After examining the training materials available for Pagemaker(TM) from the Aldus(TM) Corporation, Cohn was sold on this system for the VocTech courses.
- c. Review your district's needs for desktop publishing: Is the training appropriate for your own staff? Can you take advantage of desktop publishing as an in-house communications tool to publish newsletters, flyers, etc.? If so, this gives the course offering a double value--to train staff as well as outside students.

2. Choosing the system:

After an extensive review of available hardware and software, Lake Washington VocTech chose the IBM Personal System/2 microcomputers and Pagemaker software. Cohn advises that you try the Apple Macintosh as well as the IBM machine to see which one best meets your needs. He also suggests you review several different desktop publishing software packages because they all have different capabilities. You may find another computer system and software program more appropriate to your district's applications and those of your prospective students. For example, Ventura(TM) from XEROX(R) is an excellent alternate program.

Lake Washington went with the IBM Personal System/2 because it offered the best combination of features and cost. Many of the school's other computer courses use IBM-based software, so the VocTech can maximize its use of this equipment. Cohn says if the VocTech had chosen the Macintosh, they would have had to charge more for desktop publishing courses because students would be using equipment purchased specifically for this program. He adds, however, that the Apple equipment is equally good for teaching desktop publishing. The choice of systems really depends on your computer application needs.

3. Course format:

Lake Washington's desktop publishing beginning course is an 18-hour program that meets two times a week for three hours and runs for three weeks. Students range widely in age and backgrounds. Most are interested in increasing their performance on the job. The course fee is \$55.00. Prepared training materials from Aldus Corporation are sold in the VocTech bookstore.

The intermediate course, which focuses on desktop applications and production techniques, is structured similarly to the beginning course with six sessions and 18 hours of course work. Course fee is also \$55.00, with training materials available through the VocTech bookstore.

4. Course Instructors:

The vocational institute used its instructional and business community networks to locate desktop publishing instructors. One instructor is the director of publications for a major utility company, another is a teacher with experience in the computer industry, and another operates a graphics and publications firm.

Cohn suggested that you check the following sources for leads on instructors:

- a. Printing and/or publishing businesses.
- b. Large organizations and businesses that may be using desktop publishing technology in-house.
- c. Local chapters of professional organizations such as the International Association of Business

Communicators or the Public Relations Society of America.

- d. Marketing magazines and newsletters.
- e. The computer products store or manufacturer from whom you purchased your equipment.

D. MARKETING THE COURSE

If you choose to offer desktop publishing, it's important to have a well-thought-out marketing strategy for promoting the course and filling the class.

Cohn has used the following marketing tools to promote classes at Lake Washington VocTech:

- * Quarterly Class Schedules (mailed to all homes and businesses in the VocTech service area).
- * Newspaper advertising.
- * School district publications mailed to local residents.
- * Local Chambers of Commerce newsletters.

Two other important promotional tools are word-of-mouth advertising and internal promotion. Spread the word to your district staff and current students that you're offering training in this exciting new technology!

You might also consider sending a direct mail announcement to local businesses, nonprofit institutions, professional and civic associations. Your advantage is that your fees probably will be far less than those at private schools or the local computer store. Your program also could be a cost-effective alternative for businesses that don't have an in-house computer training center.

E. COMMENTS AND SUGGESTIONS

When asked if a desktop publishing course would be an appropriate vocational offering at the secondary level,

skill centers, community colleges or other VocTechs, Cohn said, "Yes, yes and yes!"

He also had some advice and suggestions for vocational directors who are considering the course for their program.

1. Do your homework. Take the time to define the ways in which your school can use desktop publishing--not only as a course offering, but as an in-house communications tool. Make sure the technology can truly work for you.
2. Talk to computer-literate people on your staff and in your community. They can help you identify potential uses for the system at your school, how the course can meet the needs of people in your community, and how the various hardware/software systems can provide different functions and user applications.
3. Make sure you understand your needs very well before you buy the hardware and software.
4. Be prepared for delays in equipment delivery dates. Hardware and software companies may promise delivery dates they can't keep. Be flexible and don't time your course start date too close to the anticipated equipment delivery date.
5. Conduct a pilot training session and try out the equipment and the course curriculum on your staff. Lake Washington VocTech offered such a pilot seminar several months prior to offering the desktop publishing course to the public.
6. If possible, pre-qualify prospective students regarding their previous computer experience. A working knowledge of computers provides a valuable starting point for the class. Otherwise, you'll need a course prerequisite or have to devote some class time to basic computer skills.
7. It also is helpful if students, as well as the instructor, have a working knowledge of publication production and graphic design so all parties understand and communicate using the same publishing terminology.

8. It is almost essential to have two desktop publishing courses: an introductory course providing an overall view of desktop publishing--what it is and how it works--and an intermediate course showing students how to apply that knowledge and produce desktop published materials.

II. INTRODUCTORY COURSE OUTLINE

DESKTOP PUBLISHING WITH PAGEMAKER

This course is an introduction to basic page layout and typesetting techniques. The student will learn basic computer terminology and operation, simple operating system concepts, electronic publishing terminology and concepts, and manipulation of text and graphics with Aldus PageMaker. The class will develop text handling, page composition, and document formatting skills. Also included are introductions to printing, typesetting options and interfaces. Previous experience is not necessary. The class uses IBM Personal System 2 computers, and students should bring at least one 3.5 inch diskette with them.

At the conclusion of this course, the student will be able to:

- * Use the computer hardware to access and manipulate text and graphic data using word processing and page layout software.
- * Explain and use basic DOS file management techniques.
- * Understand and use simple Microsoft Windows commands.
- * Create new desktop publishing documents.
- * Open, close, and save existing desktop publishing documents.
- * Import and manipulate text and graphic data.
- * Create and manipulate text and graphic data while using PageMaker.
- * Paste up complete publications.
- * Understand and explain the role of a word processing program vs. a page layout program.
- * Understand and explain the differences between, and advantages and limitations of, paint and draw programs.

- * Print documents using dot matrix and laser printers.

The conceptual structure of this course is as follows:

A. INTRODUCTION TO THE IBM PERSONAL SYSTEM 2

1. The Central Processing Unit
2. The Keyboard
3. The Video Display Unit
4. The Disk Drives
5. The Mouse

B. INTRODUCTION TO DOS

1. Disk Operating System
2. The A: and C: Prompts
3. Files
4. Directories
5. Basic Commands

C. THE WINDOWS ENVIRONMENT

1. Run Time Windows
2. Screen Design
3. Mouse Operation and Features
4. The Spooler
5. The Control Panel
6. Pull Down Menus
7. Opening and Closing Applications

D. BASIC DESKTOP PUBLISHING CONCEPTS

1. The Paste-Up Board
2. The Publication
3. The Toolbox
4. Page Views

E. FILE MANAGEMENT

1. Creating a Publication
2. Opening and Closing Publications
3. Saving Publications
4. Elements of a Publication
5. Introduction to Menus
6. Using the Toolbox

F. PUBLICATION DEVELOPMENT

1. Page Setup
2. Master Pages
3. Adding and Deleting Pages
4. Placing Graphics from Other Programs
5. Placing Text from Other Programs
6. File Formats Accepted by PageMaker
7. Creating Text and Graphics with PageMaker

G. TEXT MANIPULATION

1. Editing Text
2. Kerning Text
3. Changing Column Width
4. Setting Tabulation
5. Splitting Text
6. Type Selection Limitations
7. Wraps
8. Indents
9. Hanging Indents
10. Point Size and Leading

H. GRAPHICS MANIPULATION

1. Scaling Graphics
2. Cropping Graphics
3. Fill Patterns
4. Line Weights
5. Paint vs. Draw Graphics

I. PUBLICATION DESIGN

1. Examining a Publication
2. Using Templates
3. Using Ruler Guides
4. Resetting Zero Points
5. Publication Design Considerations
6. Layering Concepts
7. Column Guides
8. Cutting and Pasting
9. Grouping
10. Color Separation

J. PRINTING

1. Dot Matrix Printers
2. Laser Jet Printers

3. Print Commands
4. Page Description Languages
5. Printing to Typesetters
6. Printing Thumbnails
7. Downloading Fonts

K. PAGEMAKER SHORTCUTS

1. Keyboard Commands
2. Snap-to Guides
3. Mouse Control

The session structure of this course is as follows:

<u>Session</u>	<u>Topics</u>
1	Introduction to the IBM PS/2 Introduction to DOS The Windows Environment Basic Desktop Publishing Concepts
2	Basic Desktop Publishing concepts cont. File Management Publication Development Printing
3	Publication Development cont. Text Manipulation Graphics Manipulation PageMaker Shortcuts
4	Text Manipulation cont. Graphics Manipulation cont. PageMaker Shortcuts cont.
5	Publication Design Printing
6	Publication Design cont. Problem Solving Review

The actual content of the sessions may vary based upon the instructor's determination of students' needs and abilities, as well as the number of sessions over which the 18 hours is scheduled. The text used for this course is PageMaker Classroom Student Workbook.

III. INTERMEDIATE COURSE OUTLINE

PRODUCTION WITH PAGEMAKER

This course is designed for students who already have a working knowledge of desktop publishing in general, and Aldus PageMaker in particular. Students will learn more advanced techniques in page layout and typesetting, as well as review alternative products such as Ventura from Xerox. Students will explore linkages with word processing, scanning, and conventional typesetting software and equipment. Community publishing resources will be explored to enhance the student's ability to develop professional publications. Previous experience is highly recommended as a prerequisite, and student should have completed the introductory course: Desktop Publishing With PageMaker.

At the conclusion of this course, the student will be able to:

- * Understand and use professional design elements to construct and revise publications.
- * Prepare camera-ready documents for publication.
- * Transfer text between word processing, graphics, and desktop publishing programs.
- * Understand and select appropriate printer options depending upon the publication needs.
- * Understand and select appropriate imported art options to enhance publication appearance.
- * Understand and select appropriate scanner options depending upon the requirements of document preparation.
- * Understand and select appropriate resources available in the community to enhance desktop publication.

The conceptual structure of this course is as follows:

A. BASIC DESKTOP PUBLISHING REVIEW

1. Basic Desktop Publishing Concepts
2. File Management
3. Publication Development
4. Text Manipulation
5. Graphics Manipulation
6. PageMaker Shortcuts

- B. PUBLICATION DESIGN TECHNIQUES
 - 1. Headlines
 - 2. Kerning
 - 3. Importing Postscript Routines
 - 4. Drop Caps
 - 5. Bullets
 - 6. Special Characters
 - 7. Combining Text and Graphics
 - 8. Tiling
- C. WORD PROCESSOR INTERFACES
 - 1. Microsoft WORD
 - 2. MultiMate Advantage
 - 3. WordPerfect
 - 4. ASCII Files (Plain text)
- D. SCANNER INTERFACES
- E. PRINT OPTIONS
 - 1. Dot Matrix
 - 2. Laser
 - 3. High Resolution Typesetters
 - 4. Hewlett-Packard
 - 5. Varityper
 - 6. Apple
 - 7. Others
- F. ALTERNATIVE DESKTOP PUBLISHING PRODUCTS
- G. TYPESETTER INTERFACES
 - 1. Linotronic
 - 2. Compugraphic
- H. IMPORTED ART
 - 1. Bit-mapped
 - 2. Scanned Images
 - 3. Object-oriented
 - 4. Encapsulated PostScript Files
 - 5. Clip Art Services
- I. PREPARING PUBLICATIONS FOR OFFSET PRINTING

1. Color Separations
2. Photographs
3. Camera-Ready Art
4. Special Papers

J. PUBLICATION PROJECTS

1. Flyers
2. Brochures
3. Newsletters
4. Manuals
5. Newspapers
6. Other

The session structure of this course is as follows:

<u>Session</u>	<u>Topics</u>
1	Basic Desktop Publishing Review Publication Design Techniques
2	Publication Design Techniques cont. Publication Projects
3	Alternative Desktop Publishing Products Word Processor Interfaces Scanner Interfaces Public Projects cont.
4	Print Options Typesetter Interfaces Publication Projects cont.
5	Imported Art Publication Projects cont.
6	Preparing Publications for Offset Printing Publication Projects cont.

The actual content of the sessions may vary based upon the instructor's determination of students'

needs and abilities, as well as the number of sessions over which the 18 hours is scheduled. The test used for this course is PageMaker Classroom Student Workbook.

IV. BROCHURE SPECIFICATIONS

The following specifications were developed for the desktop published brochure (Appendix C.2) which is at the camera-ready stage of production.

<u>Intended audiences:</u>	High school students and their parents. Other teachers, counselors, administrators, advisory committees, the business community.
<u>Purpose:</u>	General information on voc-ed opportunities; stresses benefits to high school students.
<u>Strategy:</u>	Slogan--"Voc-ed...First Class Training Leads to First Class Jobs." Strategy and artwork from the voc-ed posters are picked up in the brochure to maximize use of the visuals and reinforce the theme that interesting, varied occupational opportunities are open to voc-ed students.
<u>Format:</u>	8-1/2" x 11", 2 folds 2 colors/both sides (black and PMS #199) Bleed off one side Four halftone photos Ruled lines on one panel for customized information from school district Created with desktop publishing
<u>Recommended Paper:</u>	70# Simpson Offset

APPENDIX C.2

Voc-Ed Brochure--Produced
by Desktop Publishing

Voc Ed . . .

***First Class
Training Leads
to First Class
Jobs***



LAKE WASHINGTON
VOC TECH
9000 89

Make Your Own Opportunities with Voc Ed

Vocational education opens doors for you, whatever your plans are for the future. If you need to start earning money now, voc ed gives you the training to get a better-paying job.

If you're college-bound, you may need a job to help pay for tuition or to learn skills you'll need in your career.

To prepare for tomorrow, include vocational education in your plans today. Here are the facts:

- 80% of America's jobs require skill training, not a college degree.
- By 1995, nine out of every 10 jobs will come from service-producing industries, the fastest growing segment of our economy. Many of these service-related jobs require skills and training you can get through vocational education in high school, a vocational technical institute or community college voc ed program.

Voc ed training can be your key to the future, whatever career path you choose.



Here's what Voc Ed gives you:

A chance to explore career options in high school before you make choices like college, vocational school, the military, or going right to work.

An opportunity to "try on" different occupations through voc ed classes and find out what appeals to you, what does not, and where your talents lie.

Timely training. You'll learn useful skills and trades that reflect business and labor needs today and tomorrow. For example, when voc ed instructors notice a change in the market for a particular job, they survey the industry, find out what new skills employers want, and restructure their courses to meet current industry needs. This way your training is always up to date.

Good connections to the job market. Your voc ed instructors have strong ties with local business and industry. Employers look to instructors for names of voc ed graduates when they have job openings.

A flexible course of study. High school voc ed programs have one-semester classes to introduce you to an occupation, as well as 1 to 2-year courses to prepare you for employment in specific fields. Post-high school vocational training ranges from short-term, skill-specific classes to two-year programs.

A start on earning post-high school credits. If you're in a career training



program, your high school occupational credits may apply for credit or advanced placement if you continue that program at a vocational school after graduation. Check with your counselor or voc ed instructor.

A variety of opportunities for voc ed training:

- at high school
- skill centers
- community colleges
- vocational technical institutes

The world is changing and so is Voc Ed!

Vocational education gives you the job skills and life skills you need today and tomorrow. Research shows that soon one in six jobs will be restructured every five years. This is due to changing technology, increased foreign competition and the shift to a more service-oriented society. Your high school voc ed training can get you started on your first job, and show you how to take advantage of other vocational programs later when you want to sharpen your skills or change careers in the future.

Voc ed develops you as a person as well as a worker. Whether you take your training during or after high school, voc ed emphasizes "learning to learn". Sure, you'll acquire the knowledge and hands-on

skills needed for a particular occupation. But you'll also discover basic learning skills that can be applied to other areas of your life.

Voc ed relates to real life. High school vocational education means: training in occupations that need workers, a chance to use equipment like that used on the job, and an opportunity to learn from instructors who have working experience in the fields they teach.

High school voc ed offers a variety of courses for a variety of interests. Depending on your school, you might choose from programs in communications, graphic design and printing, photography, merchandising, retailing, culinary arts, hospitality, computer-aided drafting, horticulture, electronics, cosmetology or automotive repair... or a dozen other occupational fields.



Voc Ed . . . the choice is yours

Vocational education offers you many training options. Find out what voc ed programs are available through *your* school district, skill center, voc tech or community college.

See your counselor today for more information.

Lake Washington Vocational Technical Institute produced this brochure to acquaint you with the benefits of vocational training. Your high school counselor can give you information on vocational programs available through your school district or NEVAC (North East Vocational Area Cooperative).

Another option is the **Lake Washington Elective High School**. Elective high school allows you to train for a career at Lake Washington VocTech while working toward your high school diploma. Ask your counselor or call the VocTech at 828-JOIN (828-5646) for more information.

The VocTech offers over 40 full-time career training programs plus part-time classes to fit your schedule. The goal is successful employment. Over 90 percent of the people who complete our programs find jobs in the field for which they are trained. Visit your Career Center or call 828-JOBS (828-5627) for details.

LAKE WASHINGTON
VOC TECH

11605 132nd Ave. N.E., Kirkland, WA 98034
Phone (206) 828-5600

APPENDIX D.1

OBJECTIVE 4: Develop camera-ready graphics for a vocational education poster that can be used statewide, with each school district adding its own logo, name, address and contact phone number.

The product consists of camera-ready graphics for a series of four posters promoting vocational education to secondary school students. The posters are a part of this project but filed separately from the written report.

Product specifications are as follows:

Intended audiences:

1. Secondary school students.
2. Secondary school faculty, including academic and voc-ed teachers, counselors and administrators.
3. Post-secondary public vocational technical institutes.

Purpose:

To graphically portray the job (and career) opportunities open to students who pursue voc-ed training.

Strategy:

Use young people currently enrolled in voc-ed programs. Using a motivational one-to-one message ("I made it. So can you.") with a minimal amount of text, show students that they too can be successful in a variety of interesting, contemporary professions with a good salary and room for growth. Rather than focus on a single program and a single person, several voc-ed options are pictured.

Format:

4 posters, each 11" x 17", printed 4-up
2 colors/1 side: black and PMS #199
Bleed off top
Two halftones/per poster
Two line copy shots/per poster
1 1/2" of white space along bottom of
each poster has been left for
customized message.

Recommended paper:

70# Simpson Offset

APPENDIX E.1

OBJECTIVE 5-A: Coordinate this project through the North East Vocational Area Cooperative (NEVAC), which represents the Bellevue, Edmonds, Issaquah, Lake Washington, Mercer Island, Northshore, Shoreline and Snoqualmie Valley School Districts.

OBJECTIVE 5-B: Coordinate this project with any other marketing projects funded by CVE.

REPORT OUTLINE

- I. INTRODUCTION
- II. ACTION ON OBJECTIVE 5-A
- III. ACTION ON OBJECTIVE 5-B
- IV. INTERVIEW REPORT
 - A. Purpose of Interviews
 - B. School District Profiles
 - C. Current Attitudes
 - D. Marketing Activities
 - E. Analysis of Voc-Ed Program Marketing Efforts
- V. SUMMARY

COORDINATION OF PROJECT WITH NEVAC AND OTHER CVE-FUNDED MARKETING PROJECTS

I. INTRODUCTION

The North East Area Vocational Cooperative (NEVAC) has demonstrated both support and cooperation in developing this project--from the grant application phase through implementation of the grant, development of the marketing plan and materials, evaluation at each phase, and approval of the products.

The NEVAC members, individually and collectively, have aided the project director and principal investigator in their efforts to better understand the status of vocational education marketing at the district and high school level, to uncover marketing needs not currently being met, and relate this information to current existing surveys and other school district research about vocational education and the marketing of these programs.

They also verified the findings of the project director and principal investigator that no other CVE-funded marketing projects currently are in progress.

II. ACTION ON OBJECTIVE 5-A

The principal investigator began work on this project by meeting with the NEVAC members at their monthly board meeting. The investigator reviewed the project, outlined the steps to be taken to fulfill each objective of the grant, and solicited input from the vocational directors. The investigator also presented preliminary timetables for each phase of each objective, offering NEVAC the opportunity to review the project as it progressed.

Following the initial meeting, the investigator held lengthy interviews with vocational directors from three of the NEVAC districts representing a cross-section of student population, community demographics, vocational offerings and attitudes toward vocational education. One director from a district outside the NEVAC area was also interviewed. A summary of these interviews can be found in Section IV of this report.

After the marketing curriculum was developed, a pilot seminar was presented to NEVAC members. Directors and/or vocational representatives from six of the eight member school districts participated in the seminar. Evaluation reports can be found in Appendix B.2.

Prior to submission of the report to the Washington State Superintendent of Public Instruction, NEVAC members also had an opportunity to review the other products produced for the project: the model marketing plan; camera-ready graphics for a vocational education poster; desktop publishing curriculum, and a desktop-published brochure designed to market vocational education to secondary school students and their parents.

III. ACTION ON OBJECTIVE 5-B

This project did not incorporate the work of other marketing projects also under development in Washington State in 1987 because, in order to fulfill the goals and objectives of this project as specified in the grant application, the principal investigator focused research efforts on a broad range of marketing tasks and extensive coordination with eight NEVAC School District's (named as co-participants in this grant project) plus substantive one-on-one marketing interviews with numerous vocational educators. This form of highly individualized research was not appropriate to tie in to the state's other vocational education grants.

IV. INTERVIEW REPORT

A. Purpose of Interviews

Vocational directors Bob Boesche', Northshore; Carol Lawrence, Snoqualmie Valley; and Roger Wing, Bellevue, were interviewed by the principal investigator for two reasons:

1. To acquire in-depth knowledge about the status of vocational education--and the marketing of these programs--at the secondary level. This knowledge, along with other research conducted for the grant project, was absolutely essential in developing viable, realistic and meaningful marketing recommendations.
2. To fulfill the requirements of Objective 5-A (develop the marketing plan, curriculum and other products in close coordination with NEVAC members.) The interview process and follow-up

meetings with these and other NEVAC vocational directors provided opportunities for the investigator to periodically review the project with these professionals.

On the recommendation of NEVAC board members, the investigator also interviewed Tom Lopp, supervisor of secondary vocational education for the Tacoma School District. This interview provided an opportunity to look at vocational education (and marketing strategies) outside the Seattle metropolitan area. It also provided the chance to study a large district with a substantial minority population and a wide range of education levels, income levels and employment opportunities.

Since it was not feasible to visit and interview all districts in the state, the investigator chose to study four district representing a cross section of size and demographics:

- * rural environment
- * metropolitan environment
- * district with growing enrollment
- * district with declining enrollment
- * district with low minority (student) population
- * district with large minority population
- * strong local economy
- * weak or mixed local economy
- * community supportive of vocational education
- * community neutral or negative regarding voc-ed
- * extensive vocational education opportunities
- * limited vocational education opportunities

B. School District Profiles

The Bellevue School District has a high school population of 6,000 students. Its student minority population is approximately 20 percent, with most of those students either black or Asian.

The district serves Bellevue, the state's fourth-largest city. It is a city of contrasts. While the Bellevue area is well-known for its high percentage of affluent, well-educated professionals, it also has significant pockets of "the working poor." Although Bellevue is growing rapidly, the school district has experienced a declining student population for several years. This factor has affected the district's vocational education program just as it has impacted academic offerings.

Parents, as well as community leaders and district administrators, have high expectations for Bellevue's high school students. Like their parents, these students are expected to go to college. This urging toward college affects attitudes about vocational education as well as actual participation in voc-ed classes. Stringent college entrance requirements have resulted in high schools mandating more academic credits for their graduates. This has severely restricted the number of elective credits open to students.

Nevertheless, the Bellevue School District has a well-rounded vocational education program with 16 courses offered at district schools and another dozen available at participating NEVAC schools.

Roger Wing, a vocational director for the district, estimates that 70 percent of the high school student body was enrolled in at least one vocational education course in the 1987-88 school year. He's anxious to explore other voc-ed programs, especially for those students who do not plan to go on to college.

The Snoqualmie Valley School District has 869 students at Mt. Si, the district's four-year high school. The minority population is negligible.

The school district serves the towns of North Bend and Snoqualmie as well as several surrounding communities. Snoqualmie is located approximately 30 miles east of Seattle in a rural area that is beginning to experience some growth due to development of tourist attractions and new residential housing, after years of little or no growth. The area is now witnessing a steady easterly migration of people who work in the Seattle-Bellevue area. Carol Lawrence, Director of Vocational Education, is already seeing the impact of this growth in new service-related businesses and in employment opportunities, especially for young people.

She says only 25 percent of the District's high school graduates go on to college. Another 20 percent go on to post-secondary vocational training. The balance of graduates either go directly to work, join the military or are not employed.

Lawrence adds that while this rural community is not particularly oriented to academics, there is a strong

work ethic here, which is reflected in student enthusiasm for vocational education. An estimated 80 percent of district high school students attend at least one vocational course.

Although students are entitled to take vocational courses offered at other NEVAC schools, only 1.4 percent do so. The vast majority of Snoqualmie students are enrolled in voc-ed programs in their own school. She expects an increase in student participation in cooperative voc-ed classes, however, because parents have pushed to have those offerings made available to their children. At the same time, Lawrence expects to see steady growth in the district's own voc-ed courses, due to strong support of existing programs and student/parent demands for additional offerings.

Northshore School District has 3,600 high school students (grades 10 through 12) of which 10 percent are minorities.

Located at the north end of Lake Washington, the Northshore School District contains 60 square miles and serves the incorporated City of Bothell, the unincorporated communities of Woodinville and Kenmore, and numerous neighborhoods, all of which add up to a population of approximately 100,000. One of the fastest-growing areas in the state, the Northshore area is a mix of rural farmland, suburban developments, small-town businesses and high technology business parks. The population base reflects this mix, with children from affluent, well-educated families sitting alongside children from low-income, low-education families. Bob Boesche', District Vocational Director, estimates that approximately 90 percent of the district's population is white and of average economic means.

As a district, Northshore is an active participant in NEVAC and its vocational education programming. Ten of the 23 NEVAC vocational education programs are available in Northshore high schools. Boesche', who estimates that 40 percent of Northshore high school students participate in vocational education courses, would like to raise that percentage substantially. While 63-68 percent of Northshore graduates go on to post-secondary education or training in some form, only about one-fourth of these students actually complete this

training. Boesche' maintains that these people (along with the graduates who also end up in the work force eventually) could benefit greatly from vocational training at the high school level.

The Tacoma School District has a high school student population of 9,000, with 45 percent black or other minorities.

Located in Tacoma, second-largest city in the state, the Tacoma School District serves a community with diverse ethnic cultures, extreme wealth and extreme poverty, areas of economic success (the Port of Tacoma and Tacoma Mall), and a struggling downtown/inner city.

Tom Lopp, Supervisor of Secondary Vocational Education, says that only a small percentage of students take advantage of vocational education programs, yet the need for job skill training is very high. The majority of Tacoma's students end up working after high school, since only 40 percent go on to some form of post-secondary education or training. Tacoma also has a high dropout rate--28 percent. Lopp believes that vocational education can play a role in turning that rate around by giving students something to strive for and more choices after high school.

He also thinks vocational education can help improve the problem of low self-esteem from which many Tacoma high school students (including those in the voc-ed program) suffer. He says they have experienced a lot of personal failure in moving through the educational system. Lopp believes voc-ed can help these students experience success.

Lopp would like to get more students into vocational programs and broaden the range of offerings since Tacoma does not belong to a cooperative like NEVAC.

C. Current Attitudes Toward Vocational Education

Just as these school districts vary in demographic profiles, they also differ in teacher, community, parental and student attitudes toward vocational education. The vocational directors say they must address these attitudes (both positive and negative) in their marketing of voc-ed.

Carol Lawrence of Snoqualmie Valley School District says there's a very positive attitude toward vocational education in her town. There's a high level of student participation in voc-ed classes; parents respond favorably to voc-ed presentations; the business community and city leaders are very supportive of programs; and employers make every effort to hire local students when job opportunities arise. Lawrence adds that the school board is so enthusiastic about voc-ed that they are pushing for vocational education courses at the junior high level.

Just as a teacher can "make or break" the success of a class, Lawrence notes, so parents can influence student attitudes toward vocational education. While support for these programs has been very high, Lawrence says she sees some change as more affluent and well-educated people move into the Snoqualmie Valley School District. There is gradually increased pressure for kids to go to college.

As for awareness of voc-ed opportunities in her district, Lawrence estimates that 50 percent of the high school students know about the program. To increase parental awareness, Lawrence now makes presentations to 8th grade parents so they'll know about the voc-ed programs when their children reach high school. She says the staff is basically neutral toward vocational education.

Roger Wing of the Bellevue School District is well aware of the pressure for students to go on to college--he and his staff see it within the district, among parents, in the business community and even among the students.

All these groups, Wing says, can shoot down the value of voc-ed with their negative attitudes. Some members of these groups tend to view vocational education as a second-class choice, or as unwanted competition for college prep class time. Wing says he believes marketing needs to be employed to change the attitude that voc-ed is or should be separate from the educational process. Instead, he says, it needs to be viewed positively, as a complement to general education.

Wing adds that Bellevue's voc-ed program suffers from a visibility problem. Not enough parents, students and

faculty members know about the district's excellent vocational offerings on and off campus. This problem will be addressed with renewed emphasis in future marketing efforts, stresses Wing.

In Tacoma, Tom Lopp is dealing with students and teachers who have low self-esteem. He's also faced with a large percentage of disadvantaged, low-income, unemployed parents who have little understanding of vocational education and with a community that values voc-ed but doesn't understand why it's needed at the high school when the district already operates a fine vocational technical institute (Bates).

Lopp is dealing with attitude problems on all fronts. He believes, however, that as students and teachers gain new confidence and feel better about themselves and their capabilities, as parents better understand voc-ed, and the community is educated to the fact that high school vocational education is complementary to post-secondary voc-ed, then these attitudes will change.

Not surprisingly, awareness of vocational education opportunities in the Tacoma district has been very low among parents and students. Lopp adds that, in the past, voc-ed classes were sometimes used as a dumping ground while a counselor's time was filled with high and low-end students, those few on the college track, or that quarter of the student population that was about to drop out of school. He and his instructional staff are working hard to demonstrate to students, parents and the school faculty that vocational education offers Tacoma's students a lot of occupational opportunities as well as a chance for personal success.

Bob Boesche' of Northshore School District cites indifference and lack of information as the biggest problems he sees in changing attitudes toward vocational education. He believes there are many misconceptions (among parents, teachers, administrators and even some business leaders) about vocational education. Many have stereotypical images of voc-ed and strong biases against it. This general lack of support and enthusiasm adversely impacts the vocational staff. On a positive note, the voc-ed advisory committees in his district have been most helpful and supportive to staff and students.

Boesche' thinks the indifferent attitudes and misconceptions can be changed by increasing positive

messages about voc-ed and what it has to offer Northshore students. He adds that basic product marketing will improve both the visibility and image of voc-ed.

D. Marketing Activities

Roger Wing, Bellevue, markets vocational education two ways: through NEVAC and through district channels. Although they "...have tried lots of things" to promote voc-ed in the Bellevue district, results have been spotty and mixed, Wing reports.

Voc-ed tabloids, including those prepared in conjunction with NEVAC, are periodically sent to all homes in the school district with special mailings to parents of incoming 9th graders. These are supplemented with individual program brochures. However, no provision has been made to track or measure the results of mailings. Other marketing efforts include presentations to parents at Open House Night, presentations to service clubs, and occasional coverage in district publications mailed throughout the community. Wing and his staff occasionally send out press releases about voc-ed activities/events to local media. He also uses a state-produced videotape for career day presentations.

Although there is a plan for marketing voc-ed in the district, Wing thinks the whole marketing approach needs to be more results-oriented and more focused on voc-ed benefits. He says marketing must also stress the importance of incorporating vocational education at the high school level because these credits may be applied to post-secondary level vocational training, resulting in advanced placement.

Finally, Wing notes that all the school districts have a tremendous task at hand--to educate all their target markets that voc-ed today is vastly different from the program offerings of 20, 30 and 40 years ago. Voc-ed today is really technology education, Wing adds.

Tom Lopp, Tacoma, says it would be easier to market vocational education in his district if he had a larger program selection to promote. Tacoma currently has only business and office, agriculture and forestry, industrial arts, technology and industry, and marketing programs. In addition to the on-campus programs, there is also a Technical High School at Bates.

Lopp is developing a marketing plan for voc-ed in Tacoma, including promotion to both internal and external markets. On the internal side, to enlist staff support for his marketing programs, Lopp is involving them in market planning, encouraging participation in professional associations, and setting up teacher internships in administrative training. To help boost student self-esteem, he is incorporating positive reinforcement in their voc-ed training.

Lopp also is busy with his external markets. He's working with the district's new advisory council to spread the word to local employers and business leaders that their support of vocational education can have a positive effect on the community as well as students. Lopp is promoting voc-ed classes to parents via high school counseling offices and is using district publications to spread the word about voc-ed and the opportunities it brings to Tacoma high school students. There is more marketing to be done, Lopp states, but he feels the attitude toward voc-ed is improving, as is morale.

Bob Boesche', Northshore, takes the classic product marketing approach to promoting vocational education in his district. His message to teachers is "strengthen your product...marketing starts with you." He says Northshore was one of the first districts in the area to formally market its voc-ed program when it started parent mailings five years ago.

Since then, Boesche' and his staff have used many marketing tools, including: articles in the district newspaper; development of career seminars and guest speaker presentations; joint development and use of NEVAC marketing materials; in-school marketing to teachers; use of Occupational Information Specialists in promoting voc-ed to students; and extensive work with area advisory councils and local business leaders to establish internships, form partnerships with the community, provide student employment opportunities, and improve the image of vocational education with the general public.

Boesche' recently produced a videotape that highlights the benefits of vocational education to Northshore students.

Carol Lawrence, Snoqualmie Valley, has used a similar mix of marketing activities to promote vocational education: brochures, slide presentations, articles in the local paper and district newsletters, and listings in the high school course description catalog. This year she is also doing "inner selling"--promoting voc-ed within the department and within the high school to stimulate student and teacher interest in, and support for, these programs.

She says the interactive marketing tools, such as slide/talk presentations, Open House demonstrations and displays have been especially well-received by students, parents, the school board and community.

E. Analysis of Voc-Ed Program Marketing Efforts

While Carol Lawrence admits that her marketing strategy has been pretty effective so far, she plans to do more. She wants to produce "a really good video" that stresses the benefits of voc-ed and focuses on Mt. Si graduates who have found success through vocational training. She also wants to renovate department equipment, develop some TV public service announcements that promote voc-ed, polish up the image of voc-ed in general, increase voc-ed course offerings in her district, and get more media coverage by presenting more newsworthy events.

Included on her "wish list" for the future of vocational education are two goals:

1. Help more students get tuned in--and turned on--to voc-ed at an earlier point in their high school career. Many of her students take their first voc class as juniors or seniors because there is no room in their schedules to take it earlier. Lawrence is stepping up promotional efforts aimed at 8th graders and their parents.
2. See the district or state establish an equivalency credit system where some voc-ed classes fulfill certain graduation requirements (i.e. Business English = one year of academic English) so students can take advantage of more voc-ed offerings.

Vocational education is important, Lawrence believes, because it allows kids to experience something tangible at the high school level, and to find out what they do and do not like about a job and a career.

While Tom Lopp, Tacoma, already sees an improvement in attitudes concerning vocational education in his district, he admits that there is much work to be done in developing a successful voc-ed program and marketing it effectively. He expects to employ various marketing tactics to increase awareness of voc-ed, as well as demonstrate its value to Tacoma's high school students. He is also devoting considerable energy to the Technical High School to make certain it bridges the gap between a conventional high school and the post-secondary vocational technical institute atmosphere.

His "wish list" for vocational education includes these goals:

1. Have quality programs that are so popular they are promoted word-of-mouth by students themselves.
2. Have highly motivated teachers who are making voc-ed classes exciting and interesting.
3. Find out where students go after graduation, using a post-high school survey.
4. Devise an effective means to market voc-ed to counselors and academic teachers.
5. Help students see the benefits of voc-ed:
 - * as a leadership experience
 - * as a chance to be successful and to feel good about themselves
 - * as the foundation for many new choices to be made about themselves and their future
6. Present voc-ed as another opportunity to help students learn the basics (math, English, etc.), in a work-like setting that is just as effective and meaningful to them as the classroom is to their peers who are academically oriented.

Despite his extensive marketing efforts, Bob Boesche', Northshore, thinks the voc-ed message is still not getting through to enough students or their parents, let alone other teachers and district administrators. He

says these groups must be made aware of the fact that voc-ed isn't a second choice or dead end, but rather the beginning of an opportunity leading to one's career and life work. He wants to increase student and parent awareness of vocational education; increase participation among all high school students, college-bound or not; improve teacher morale and motivation, and show all these groups how voc-ed can fit in with the basic high school education.

The best way to fulfill these goals, Boesche' believes, is to:

- Promote the need for more effective teachers.
- Improve the "product" (voc-ed programs) so students will want to take these classes.
- Demonstrate the many benefits that come from participation in vocational education:
 - * development of life and interpersonal skills
 - * development of job skills
 - * chance to explore different types of careers
 - * preparation for the world of work

Roger Wing, Bellevue, agrees that more can and must be done to market vocational education more effectively. One tactic being used in the Bellevue district is the voc-ed program promotion task force (composed of one teacher and one Occupational Information Specialist from each district high school), which is developing a two-year plan to market the voc-ed program, its projects and products.

Wing wants to know more about the "tricks of the trade" and learn how to develop and use a long-range marketing strategy, since traditional methods ("let's do a brochure and send it out") have had minimal success. Like Boesche' and Lawrence, he's looking at the medium of video to convey a more exciting, contemporary message about voc-ed. It's the medium today's kids can relate to, Wing says.

High on Wing's "wish list" are goals to:

1. Increase the visibility of vocational education, so its exposure is more balanced in relation to the resenatation of academic courses.

2. Use marketing communications to convey the benefits of vocational education.
3. Help more students get involved with voc-ed so they, too, can have the chance to explore areas of interest and potential careers while they're in high school.
4. Get teachers more motivated and excited about voc-ed.

V. SUMMARY

The comments reported here represent the opinions and viewpoints of the vocational directors actually interviewed. However, they have indicated that other voc-ed directors share these concerns about the marketing of vocational education. These four directors say their counterparts throughout the state also want to see a more professional and strategic approach to marketing vocational education.

Identified issues of interest and concern are:

- A. Improve the visibility of voc-ed programs at the high school level.
- B. Increase teacher information and enthusiasm for voc-ed.
- C. Increase teacher knowledge about marketing: what it is, why it's needed and how to use it.
- D. Find creative ways to convey the right message--voc-ed offers great opportunities:
 - for students' personal success
 - for building students' self-esteem
 - for firsthand exploration of career opportunities--while in high school
 - for developing life skills and interpersonal skills
 - for developing job skills
- E. Help teachers understand that marketing starts with the right product--and that it's

up to them to provide a product (a great voc-ed program) that students want and need.

- F. Develop new ways to reach target audiences, educate them about vocational education, and gain their support.
- G. Create innovative ways to promote vocational education.
- H. Determine the best way to utilize available resources, such as advisory councils.

While vocational directors at other school districts have their own set of problems concerning vocational education, it is safe to assume that they, too, want to deliver the best product to their students, and want the maximum number of students in their respective districts to take advantage of these voc-ed programs. Marketing is one way to turn this goal into reality.

APPENDIX F.1

Project Evaluation from NEVAC



Phone: 455-6076

21 March 1988

Ms Jessilyn A. White, Program Specialist
Planning, Research, & Equity Division
Washington State Board for Vocational Education
Bldg. 17, Airdustrial Park
MS LS-10
Olympia, WA 98504

Dear Ms White:

During the past several months, NEVAC, the North East Vocational Area Cooperative, has been involved with various aspects of the 1987 CVE marketing grant awarded to Lake Washington VocTech.

This project, emphasizing the development of a comprehensive marketing strategy with products that can be adapted for statewide use, has certainly met its initial goals while providing several excellent resources. NEVAC is a secondary interdistrict cooperative involving eight school districts of varying size. Using NEVAC as a pilot area, we are very pleased to find that the materials produced by the VocTech project will be viable for any school district in the state.

Through coordination with Bob Quickstad, Public Information Officer for Lake Washington VocTech, the NEVAC vocational directors participated in a pilot marketing curriculum seminar presentation by Candy Archer, grant consultant. Ms Archer has done an excellent job in developing this aspect of the grant as well as the following related components:

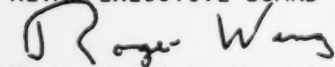
- * a model vocational education marketing plan
- * camera-ready brochure format and posters

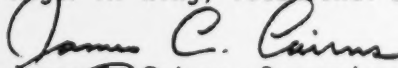
In preparing her materials, Ms Archer obtained solid background information through interviews with various vocational directors in NEVAC, met with our board and appraised us of the grant's progress.

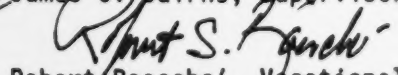
We appreciate being a pilot area for this grant and look forward to implementing the marketing model, curriculum and related visual materials.

Sincerely,

NEVAC EXECUTIVE BOARD


Roger M. Wing, Vocational Director - Bellevue SD


James C. Cairns, Supervisor of Secondary Voc. Ed. - Lake Washington SD


Robert Boesche, Vocational Director - Northshore SD

APPENDIX F.2

Project Evaluation from Lake Washington VocTech

• Lake Washington
Vocational Technical
Institute

• 11605 132nd Ave. NE.
Kirkland, WA 98034
(206) 828-5600

• March 22, 1988

Ms. Jessilyn White, Program Specialist
Planning, Research & Equity Division
Washington State Board for Vocational Education
Building 17, Airindustrial Park
MS LS-10
Olympia, WA 98504

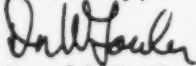
Dear Ms. White:

During the past year, members of my staff have been involved in the research, analysis, writing and production of the CVE grant to develop a comprehensive vocational marketing plan, curriculum and products for use by school districts throughout Washington state. We are very pleased with the results, as I think you will be.

Candy Archer, who was engaged as the principal investigator on this project, has done an outstanding job in meeting the requirements of the grant. Her efforts, and those of my staff who supervised the work, have resulted in the schools of this state having a remarkably thorough and very professional set of tools with which to market their vocational programs.

We appreciate the opportunity given to Lake Washington VocTech to make this contribution toward enhancing the future of vocational education. And we thank you for your interest and helpfulness in monitoring the progress of the project.

Sincerely,



Donald W. Fowler
Director

APPENDIX G

RESOURCES

1. Mr. Bob Quickstad
Coordinator, Marketing Communications
Lake Washington Vocational Technical Institute
11605 - 132nd Ave. NE
Kirkland, WA 98034 (206)828-5603
2. Ms. Janet Bourque
Supervisor, Evening School
Lake Washington Vocational Technical Institute
Same as above (206)828-5644
3. Mr. Gary Cohn
Supervisor, Product Development
Lake Washington Vocational Technical Institute
Same as above (206)828-5606
4. Mr. Jim Cairns
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5. Mr. Bob Boesche'
Director, Secondary Vocational Education
Northshore School District
18315 Bothell Way NE
Bothell, WA 98011 (206)485-0321
6. Mr. Roger Wing
Director, Secondary Vocational Education
Bellevue School District
P.O. Box 90010
Bellevue, WA 98009 (206)455-6074
7. Ms. Carol Lawrence
Director, Secondary Vocational Education
Snoqualmie Valley School District
619 Meadowbrook Way NE
Snoqualmie, WA 98065 (206)464-7379

8. Mr. Tom Lopp
Supervisor, Secondary Vocational Education
Tacoma School District
Office: Bates Vocational Technical Institute
1101 S. Yakima
Tacoma, WA 98405 (206)597-7216
9. Mr. Bruce Harris
Program Manager, Vocational Technical
Edmonds School District
3800 - 196th SW
Lynnwood, WA 98036 (206)670-7120
10. Dr. Jim Coulson
Vocational Coordinator
Mercer Island School District
9100 SE 42nd
Mercer Island, WA 98036 (206)236-3371
11. Mr. Ron Louviere
Vocational Director
Issaquah School District
565 NW Holly
Issaquah, WA 98029 (206)392-0750
12. Videotape: Vocational Education at Northshore.
Produced by Northshore School District
under direction of Mr. Bob Boesche'.
13. Videotape: Career Opportunities Through Vocational
Education.
Produced by Edmonds School District under
direction of Mr. Bruce Harris.
14. Vocational Education Survey.
Conducted in 1986 by participating NEVAC schools.
Contact: Roger Wing, Bellevue, or Bob Boesche',
Northshore.
15. 1987 Marketing Task Force Report.
Chairman: Franclyn Heinecke, Bates Vocational Technical
Institute Tacoma, WA
16. ERIC and VECM search on Marketing Vocational Education
above 1985. Bibliography on file at Lake Washington
VocTech

17. NW Curriculum Coordination Center
St. Martin's College
Lacey, WA 98503
Contact: Bill Daniels, Director (206)438-4456
18. NW Regional Education Lab
Portland, OR
Contact: Larry McClure (800)547-6339 x597
19. The Marketing Planner
by Dr. William J. Banach
Macomb Intermediate School District
44001 Garfield
Mt. Clemens, MI 48044
20. Article reprints promoting Northshore vocational
education.
On file with Bob Boesche', Northshore School District.
21. NEVAC publication: Vocational/Technology Education
Career Catalog. 16 pages; available from any NEVAC
voc-ed director listed above. Customized for each
participating school district. Supplemented with fact
sheets on individual voc-ed classes.

APPENDIX H

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1410 King Street
Alexandria, VA 22314
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Prepared for NEVAC in May 1987 by Dwight Dively.
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Appendix G.
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Statistics, 1986-87 edition.
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Association Drive, Reston, VA 22091.
11. You Can Make the Difference, (A strategy manual for
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Reese and Marilyn Runyan, South-Western Publishing Co.,
1983.
12. Vocational Education Today and Washington's Commitment
to Job Training, published by State Superintendent of
Public Instruction, Washington State, 1986.